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ABSTRACT

This manual is a guide to setting up a project to work with disadvantaged urban youth. It is based on the Dalston Youth Project, an English program that combines mentoring with an education program to reconnect young people to mainstream education, training, and employment opportunities. The manual is designed to be used by statutory bodies, voluntary organizations, and individuals who are interested in starting community-based mentoring and education programs. It reviews the steps in setting up, developing, and implementing a program, from identifying local needs to fund raising. It also examines all aspects of the mentoring process, including matching mentors and mentees. Seventeen appendixes contain sample materials and supplemental material for program development and implementation. (SLD)

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Developing mentoring and education projects for young people

UNITING BRITAIN FOR A JUST SOCIETY
COMMISSION FOR RACIAL EQUALITY
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A SECOND CHANCE

DEVELOPING MENTORING AND EDUCATION PROJECTS FOR YOUNG PEOPLE

By Sarah Benioff,
Dalston Youth Project
Crime Concern

ACKNOWLEDGEMENTS

This publication was inspired by Crime Concern's Dalston Youth Project in the London Borough of Hackney. The commitment and hard work of the staff have made the project worth replicating and I wish to thank them all, especially Amanda Howells, Jane O'Sullivan, David Burfoot, Sandra Malcolm, Vernon Simpson and his team, Janice Webb, Amanda Jacobs, Renald Scott, Paul Binns, plus all of our volunteer mentors. A very big thanks to Kevin Gill of Crime Concern who helped to develop both the project and the manual from the start. Thanks also to the John Lewis Partnership for providing additional funds.

Sarah Benioff, 1997

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'At first I didn't like my mentor. He came to the residential and said 'What are you lot doing in there?' and we weren't doing anything at all. Then I nearly got into a fight and he got hold of me and talked to me and I thought, this is what I need, someone who can control me. I was pleased when I found out he was going to be my mentor. He's had to talk to me loads of times, but what he says makes sense and now when someone makes me want to fight, I think of what my mentor says and I can take control of myself.'

'DYP has pushed me into doing things and helped me to be more confident to do things.'

'DYP stops young people breaking the law because it opens their eyes to what they can achieve, and what the consequences will be if they don't bother.'

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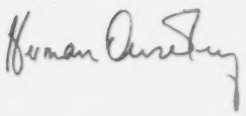
FOREWORD

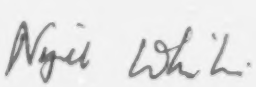
In many areas of Britain today, particularly in urban areas, young people experience social exclusion, disaffection and disadvantage. Many young people, regardless of ethnic background, have few or no educational qualifications, poor employment prospects and low expectations, plus a variety of other specific problems. In the London Borough of Hackney these problems exist in an acute form.

Mentoring can be a vital element of the strategies needed to tackle disaffection and disadvantage, and can also play a role in crime prevention. The Dalston Youth Project is a unique project which combines mentoring with an education programme and it has had impressive results in 'reconnecting' young people to maintsream education, training and employment opportunities. The Commission for Racial Equality and Crime Concern are keen that the experience of initiatives like Dalston Youth project should assist other organisations aiming to tackle similar problems.

This manual is an indispensible guide to setting up a project to work with similar target groups of young people. It provides detailed guidance on the elements involved in Dalston Youth Project's programme, all of which can be tailored to the needs of other schemes, and will be of use to a range of statutory agencies and voluntary organisations, including existing mentoring and education schemes.



Sir Herman Ouseley
Chairman
Commission for Racial Equality



Nigel Whiskin
Chief Executive
Crime Concern

Mentor, n. Experienced and trusted adviser.
(Oxford Dictionary)

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INTRODUCTION

Mentoring schemes are becoming more popular in the UK. The mentor-mentee relationship, usually consisting of one volunteer who guides, advises or supports another person, is used in a variety of settings as an effective tool for raising the confidence and levels of academic, personal or job-related achievement of the mentee. There are now mentoring schemes in businesses, in primary and secondary schools, and in colleges and universities.

Using mentors to help disaffected young people is a relatively new development. Crime Concern's Dalston Youth Project (DYP) is one of the pioneering projects of this type in the UK. The Audit Commission's recent report *Misspent Youth* recommended mentoring schemes as an effective way of working with young offenders in the community. *Misspent Youth* quoted DYP as an example of good practice. Crime Concern has called this approach 'Mentoring Plus'.

HISTORY OF DALSTON YOUTH PROJECT

This manual is based on the experience of DYP, an award-winning, intensive community-based mentoring and educational support programme for some of the most disadvantaged and disaffected young people in the London Borough of Hackney. In contrast to the majority of mentoring schemes which target existing achievers (such as young people who are already attending college), DYP targets those who have fallen through all of the community's safety nets and are left with few skills or qualifications, and little hope.

DYP helps to build young people's basic education, employment skills and confidence, and links them with existing services by working closely with other education, training and employment providers in the borough It was established in 1994 by Crime Concern and local agencies in Hackney. Since then, DYP has worked with over 130 young people and 150 volunteer mentors.

This manual refers to DYP's programme for 15 to 18 year-olds, although in 1997 it started a new programme for 11 to 14 year-olds, which aims to involve parents in reintegrating young people into mainstream schooling.

DYP's aims are:

1. To reduce youth crime and other at-risk behaviour.
2. To help at-risk young people back into education, training and work.
3. To enable community members to get involved in solving community problems, through volunteering.

To achieve these, DYP uses a combination of mentoring and education: volunteer mentors work one-to-one with a young person over the course of a year; young people attend a specially-designed college taster course programme to introduce them to college life; and a pre-employment training programme to introduce them to essential work-related skills.

Results to date have been impressive: independent evaluation has shown that 73 per cent of the young people on the project's first cycle ended up in college, training or work, while arrests were reduced by 61 per cent. The succeeding cycles have produced similar high success rates.

WHY MENTORING WITH AT-RISK YOUNG PEOPLE WORKS

'At-risk young people' are defined by DYP as young people who are likely to experience problems such as failure at school, criminal offending, drug abuse, family breakdown or unemployment.

Eighty per cent of the young people on the DYP programme are African-Caribbean, while the rest come from Asian, Turkish, white and other backgrounds. When participants join the project they often have few positive adult role models in their lives. Most live with a single parent (usually their mother) or are in the care of the local authority with foster families.

Most of the young people have had difficult school experiences and have left school at a relatively young age. Volunteer mentors from their own community, usually from an ethnic background similar to their own, people not associated with other adults in their lives – such as police, teachers, social workers, probation officers, or parents – can help young people develop their identity and provide them with positive adult role models.

One young person commented at the end of the year:

> I didn't realise it was possible for an ordinary person to be black and respected.

A parent said:

> my son needed someone who could understand the problems a black boy was facing. He was getting more and more angry with me and everything because everywhere he went he felt misunderstood ... and sometimes he needed someone who could give him a good kick up the backside!

THIS HANDBOOK

This publication is designed to be used by statutory bodies, voluntary organisations and individuals who are interested in starting up a community-based mentoring and education programme for disaffected young people. It will be of particular interest to staff in youth justice, education and probation agencies who have responsibility for devising effective programmes for young offenders, people excluded from school and disaffected youth.

The manual will go through all the steps involved in setting up, developing and implementing a scheme, from identifying local needs to fundraising, and looking at all aspects of the mentoring process itself. The manual can also be used by existing mentoring programmes, to complement and reinforce their work.

SETTING UP THE PROJECT

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1. GETTING STARTED

ASSESSING THE NEED FOR A PROJECT

Before you begin to develop your project, you will need to be sure of three things:

- that there are enough at-risk young people to justify starting a project
- that existing local services are not already addressing this need effectively
- that there is a realistic prospect of resources.

Assessing these needs will require consultation with the agencies in your area which have statutory responsibility for young people, such as youth justice, probation, education and employment departments, for example.

You should get information from a wide range of statutory and voluntary organisations in the area. You need to find out:

- what services these organisations currently provide
- the age groups they serve
- whether they think there are gaps in services for at-risk young people in the area
- what ideas they have for addressing those gaps.

It is important to visit local statutory agencies and talk to them about their services and what they think are the major problems in the community. It may help to take with you someone who has worked on a similar project and can encourage local agencies to get involved.

The question of funding is a critical one. Mentoring and education projects are not cheap – it costs approximately £3,000 per year for each young person. However, projects are cost effective when they are properly targeted. According to Coopers and Lybrand's 1994 report, *Preventative Strategy for Young People in Trouble*, such projects can be cost effective if they are:

- properly targeted
- intensive
- long-term
- challenging and educational
- limited in their objectives.

DEVELOPING A MULTI-AGENCY STEERING COMMITTEE

It is helpful to have a range of relevant organisations represented on a steering group, and to target senior managers for these positions. As a minimum, you should approach:

- social services (the head of children and families unit, if there is one, or the head of the youth justice service)
- education department (the principal education welfare officer or head of the youth service)
- Training and Enterprise Council (the community liaison or funding officer)
- police (the head of the youth and community section)
- probation (the assistant chief probation officer or youth team director)
- local regeneration programmes (such as the Single Regeneration Budget programme).

You may also want to consider representatives from other organisations, such as your local racial equality council, a community college, or any other youth projects in the area.

On your initial approach, you should let each agency know that you are interested in setting up a mentoring and education programme for at-risk young people, and that you are looking for representatives to sit on a multi-agency steering committee. You will need to persuade each potential partner of the specific benefits of the project for them. For example, the police will be interested in reducing youth crime, while the main concern of the education department may be excluded pupils. The steering committee can offer invaluable advice, direction and financial backing, especially at the beginning of your project. You should be clear:

- how often your committee will meet
- whether you expect financial commitment from representatives
- whether the agencies will themselves be referring young people to the project.

Even if you are a member of a statutory body, it is still important to set up a multi-agency committee, since the needs of young people come within a range of services including education, youth justice, the youth service and the police.

Once you have set up a committee, it is important to ensure that one agency does not dominate the process of developing the project. When the programme is up and running you should invite at least one young person and one mentor to be members of the committee, to talk about their experience of the project, and to help plan future cycles.

FUNDRAISING PLAN

Securing funding for the first three years of your project will be one of your first tasks. Many funders like to finance the exciting start-up phase of projects, but if you have never run a similar programme before, they may be hesitant to finance an untested scheme. Therefore, you should carefully research the existing services in your area so that you can make a convincing case for such a project and for the model you have chosen.

It is worth asking for three-years' funding at the outset, as your project will probably take that long to establish itself. After the first three years, you may need to expand the project to include new components in order to attract new funding. This may also help cover some of your core costs, such as staff and rent.

As DYP grew, it was able to employ a part-time fundraiser to help the director to write half of the funding proposals. Hiring a fundraiser, even for as little as one half-day per week, can be an enormous help.

Public funds

There are many potential sources of funds among public bodies and you may be able to secure some funding from those represented on your steering committee. Almost all statutory funding bodies have their own, often lengthy and complex, application forms.

Public funds are also available from the National Lottery Charities Board, which has well publicised guidelines for funding rounds, and the European Social Fund, which has several funds for young people, education and employment. Contact your council's European funding officer for more information.

Dalston Youth Project secured funding from local social services, the education department, the probation service, City Challenge, the Training and Enterprise Council (TEC) and the local Safer Cities organisation. The 11 to 14s programme was funded by the Home Office Programme Development Unit. Most of these agencies agreed in principle to the idea of the project at the outset – they joined the steering committee and contributed financially for a set number of years.

Trust funds

Applying for funds from a variety of agencies is key. You will probably need private as well as public funds. It takes something of a leap of faith on the part of the statutory agencies to offer three-year funding for a new initiative. DYP almost closed down in its first year because it did not raise charitable funds quickly enough, and public funders began to lose faith in the value of their investment.

Private funds come from trusts, foundations or companies, both large and small. You can find information on sources of private funds in books such as *A Guide to the Major Trusts*, published by the Directory of Social Change, or by using 'FunderFinder', a computer software package. Both should be available at your local authority's central library. The Directory of Social Change publishes several guides to foundations and trusts (see Appendix 17).

Most private trusts and foundations do not have an application form for funding. They tend to ask you to write a funding proposal. Some foundations specify what should be included in the proposal. At a minimum it should contain:

- a short covering letter summarising the proposal and highlighting the project's aims and achievements (see Appendix 1)
- a cover page, with your name, address and telephone number, the foundation's name, and the date
- a one-page summary of the proposal, followed by a description of:
  - the need for the project, with statistics where possible

  - the history of the project
  - the project's credentials, including background information on staffing, achievements and awards
  - the beneficiaries (the target group and mentors)
  - the programme components
  - progress made to-date
  - recent developments
  - costs (your projected budget)
  - funds raised to-date
  - the amount of money required
- attached documents, including audited accounts, case studies and press clippings.

Other sources of funds

You can also raise funds from individuals by sending out an appeal letter – this is a good method if you have developed a large mailing list. Alternatively, you can hold special events, such as charity dinners with a well-known speaker, or a sponsored bike ride. However, these events usually require a great deal of time and energy to organise, and are unlikely to raise a significant amount of money at one time.

Fundraising may seem daunting but don't give up hope! If you don't already have experience of writing successful funding proposals, you can attend a workshop or short course on the subject. Your local voluntary services agency may be able to offer advice or training in this area – they often hold general fundraising workshops and sessions on specific funding programmes. As you can never be certain that any proposal will be accepted by a funder, it is sensible to put in more applications than might seem necessary. DYP always has many more proposals awaiting decisions than its budget requires.

2. THE ORGANISATION

IMAGE AND IDENTITY

One of the first impressions people will get of your project will come from its name. Many projects will not have much choice in the matter, as they are part of a larger organisation or agency which already has an established name. The name 'Dalston Youth Project' tells people very little about what the project actually does. Yet, although the project has moved out of the Dalston area, it has kept the name because it has become so well known.

You should consider the following questions before choosing a name for your project:

- Will you be permanently based in one geographical location?
- Are you planning to be a local or national project?
- Are you targeting one type of young person (such as young offenders or young people leaving care)?
- What services are you planning to offer (just mentoring or a combination of components)?

You might want to reflect the answers to these questions in the name you choose, but you may also want to make the name 'young people friendly'. You could also ask young people from the local area (those who are first recruited to your project, for example) to help you find a name.

While it is important to be honest about your client group, you should focus on the positive role your project will play. Calling it the 'Young Offenders Mentoring Programme', for example, may drive people away. If young people believe that your project is only for the most difficult young people in the area, they are not likely to want to get involved.

DYP tries to focus on the *opportunities* it provides for young people, such as access to college, training and work. Many young people who join the project have been in trouble with the police, but DYP makes

it clear that this is not a prerequisite for joining.

The same advice applies to any promotional materials you plan to produce, such as leaflets or posters. DYP produces literature for young people that focuses on the concrete skills or opportunities the project offers. It also produces a leaflet for staff at local statutory agencies which is clear about its target group and the problems they may have when they first join. There is also a leaflet for parents of participants, which again focuses on positive opportunities, but states that the project is for young people who *may* have problems.

THE STAFF STRUCTURE

Dalston Youth Project began with two full-time staff members (a project director and a project worker) and one part-time administrator. The project now has three full-time and eight part-time staff (not including those who work on the 11-14s programme). Many projects will be able to function perfectly well with fewer staff. The following shows DYP's current organisational structure.

Steering Committee

Crime Concern Managing Consultant

Project Director

Administrative Assistant | **Independent Evaluator** | **Fundraising Consultant**

Education Coordinator (15-18s) | **Mentoring Coordinator (15-18s)**

2 Youth Workers | **3 Volunteer Trainers**

60 Volunteers

This structure is used to run two programme cycles per year for the 15 to 18s programme, involving up to 50 young people annually and more than 60 mentors.

There are several key posts that no project should be without:

A project director, to manage the programmes, strategy, fundraising, budgets, staff and to work directly with the young people and mentors when necessary.

An administrative assistant, possibly part-time, to keep track of the mentors and young people, and subsequent paperwork.

A mentoring coordinator to oversee recruitment, selection, training and support for all young people and mentors. This is a considerable job for one person, especially if you are planning to work with more than 30 young people per year.

An education coordinator to design and manage all the educational components of your project and to work with the mentoring coordinator on other aspects.

Dalston Youth Project employs two youth workers on a sessional basis for various activities and events. It also hires a team to train volunteer mentors and help on residential courses or mentor support group meetings. If your programme is smaller, you can probably provide most of these services in-house. DYP also has a part-time fundraiser to help the project director and an independent evaluator.

Volunteer mentors occasionally assist DYP with office work and it has used students on college work placements from time to time. Using volunteers to help with programme management and administration can be an enormous help, and will not cost you a great deal.

PREMISES

The funds raised initially will help to decide how many staff you can afford, and the basic components of the programme you will be offering. You can then begin to think about suitable premises.

Realistically, you will probably not have enough money for a purpose-built building, and you may have no choice at all about your premises. However, it is important to consider how accessible it is and what impression it gives to your target group.

Dalston Youth Project started out in a beautiful office building, with two small rented offices for administrative use. However, young

people did not feel particularly welcome there, and the project was forced to hold activities at many different sites, borrowed or rented from the youth service. This did not make the young people or mentors feel they were part of a cohesive programme, or that they had a place they could identify as 'DYP', or their project. Moving to a community centre building, with room for offices, classroom space and a shared community hall space for large events, has been excellent for the project. Sharing the premises with other groups has also helped it to integrate into the community.

In choosing your premises, it is important to consider the following questions:

- Who is your target group? (Will you work with many disabled young people, for example?)
- Where does your target group live?
- What transport is available in your area?
- Are there any no-go areas in your community?
- Do you want to be associated with other community organisations and what message will that send out about your project?

PROGRAMME CYCLES

The number of young people and mentors you will be able to work with each year will depend on your budget and staff. DYP runs one-year 'cycles' for up to 30 young people and 35 mentors on each cycle. Even with the project's relatively large workforce, it takes an enormous amount of time and energy to work with 30 young people at once, and to give them all the attention and support they (and their mentors) need. A smaller cycle, with 20 to 25 young people and 25 to 30 mentors may be more manageable for a smaller team.

If you have a limited workforce initially, you may want to consider working at first with as few as ten young people, in a pilot programme. Working with fewer than ten makes it difficult to produce group feeling and generates higher unit costs.

Dalston Youth Project runs two cycles of the programme each year – that is, there are two separate groups running at any one time. Currently there are 20 young people and 25 mentors on each. About six months into one cycle DYP starts the recruiting for the next cycle. Again this probably requires more staff and time than your project

can afford initially, so one cycle per year, or shorter cycles, may be more appropriate.

STRUCTURE OF THE PROGRAMME

In Section II we go into more detail about each of the programme elements, but it may help at this stage to consider how the various programme elements make up an average year.

DYP has three major programme elements: residential; mentoring; and education and careers. Each cycle starts with a recruitment and induction phase, and ends with a graduation ceremony.

It is important to consider the time of year you begin each cycle, and each programme component. DYP has traditionally started one cycle in the autumn and one in the spring, spaced about six months apart. Young people starting the autumn cycle finish the following autumn. This fits in neatly with the local college enrolment schedule, and young people on this cycle often go straight on to college or a training programme. Unfortunately, if they have any problems at college, or need extra support while they are there, DYP is not in a position to offer them much help once they have 'graduated' from the programme. Young people on the spring cycle, on the other hand, often start college in the autumn (six months into the DYP programme) and so have six further months of support from DYP mentors and staff as they settle into college life.

In light of this, you may want to consider the following questions:

- What is the best time of year to recruit from your target groups?
- What is the best season, in your area, to hold a residential course which includes many outdoor activities?
- What is the best time of year for your education programme? (Is your local community college open all year round?)
- Ideally, when would you like participants to graduate from the project?

BUDGETS

The mentoring and education model described in this handbook is not cheap. DYP's costs for all of the above components are approximately

£3,000 per person, per year, or approximately £173,000 in total (see box below for a breakdown of DYP's costs).

If your group is starting with a more restricted budget, there are many ways of scaling down the costs and the project. This can be achieved, for example, by reducing the size and frequency of the cycles, having fewer staff take on more of the programme-related tasks, and by persuading someone (your local council, youth service or social services department, for example) to provide free accommodation. The training team can be omitted if you have the skills and time to design and run your own mentor training and support programme, and residentials can be shorter and less frequent.

DALSTON YOUTH PROJECT EXPENDITURE

CORE COSTS	
Staff Costs: (Including: director, mentoring coordinator, education coordinator, administrator and on-costs.)	45%
Office costs: (Including: rent, office related costs, staff travel, management fee, fundraising.)	10%
PROGRAMME COSTS	
Training team and youth workers: (Includes trainers for mentor training and residential, support groups, activities.)	20%
Group travel and insurance: (Includes coaches to residential and other activities.)	2%
Residential site hire: (Includes 2 residentials per year.)	12%
Educational component: (Includes 8-week college taster course programme)	3%
Pre-employment training programme (Includes training allowances)	3%
Mentor expenses and miscellaneous Includes graduation and mentor expenses)	5%

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3. RECRUITMENT AND INDUCTION

A. THE MENTORS

PUBLICITY AND RECRUITMENT

Many projects report difficulties in recruiting volunteers. It is crucial to invest in volunteers and to emphasise that they are vital to to the success of the project.

DYP operates a structured programme of recruitment, training and support. It has found that the most efficient way to recruit mentors is by placing advertisements in local and national newspapers and on the local radio. DYP places adverts in:

- *The Voice* (Britain's largest Black newspaper)
- *The Guardian*
- *The Big Issue* (distributed by the homeless)
- *Time Out*
- *The Hackney Gazette* (local paper)
- *The Islington Gazette* (local paper of the neighbouring borough).

Advertisements need not be long or expensive (see the example below). You need to work out which are the most appropriate publications for your project and ask whether they have a special rate for charities. They may give you free space – some have a volunteering page, for example.

VOLUNTEER MENTORS

Aged 20 or over and keen to contribute to your community? Would you like to help young people to change their outlook on life? This is an exciting opportunity to work with some of the most alienated young people in Hackney.

For more details please call:
Dalston Youth Project on 0181-525 9696.

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It is a good idea to place your advertisements in at least two newspapers (one directed at particular ethnic minority groups and a more general local paper, for example) to ensure that you encourage a wide range of respondents. DYP usually places advertisements in five different papers during each recruitment period, which normally generate approximately 250 calls from potential volunteers.

You may want to place a community service advert on your local or city-wide radio station with the same message as in your print adverts – radio stations will often broadcast these for free. Speak to your local station for more information.

There are many other ways to recruit mentors. You could design colourful flyers or posters and distribute them to local businesses, libraries, careers service centres, or local bus or train stations. You could arrange to make a presentation about your project to a church group, a parent-teacher meeting, or at a health club or community centre. Once you have recruited and trained at least one group of mentors they can be excellent sources of referrals themselves. Ask them to recommend the project to their family, friends or neighbours, or to invite you to address a meeting.

APPLICATION FORMS

Getting potential volunteers to call for information is the first of many steps in the mentor recruitment process. When potential mentors first telephone, it is important to take down their name, address, telephone number and where they heard or read about the project (this will help you target your advertising more effectively next time around). You will then need to send out some basic information about the project (see Appendices 2 and 3), as well as an application form.

At DYP potential volunteers are asked to fill in and return their application form by a certain date, well in advance of the volunteer training period. A sample application form is included in Appendix 4. An application form should include at least:

- basic background information (name, address, date of birth, sex, ethnic background, languages spoken, etc)
- current status (student, employed, other)
- past paid work experience
- past voluntary work experience

- contact with young people
- other skills and experience
- short answer questions (on issues facing young people at risk, for example)
- why they want to be a mentor
- the amount of time they can commit to the project
- information about any criminal record
- names and addresses of two referees
- signature and date.

One important method for screening potential mentors is to ask for references, either in writing or by telephone. DYP sends a simple, one-page reference form with a stamped return envelope to the referees on the application forms. This basic form asks the referee how long, and in what capacity, they have known the applicant and, in their opinion, whether the applicant is suitable for work with young people (see Appendix 5).

POLICE CHECKS

All applicants must be checked against police records. If you have developed a good relationship with your local police force, it may be willing to help you check the criminal records of each applicant without any charge. Otherwise, contact Scotland Yard (through your local police), who will run police checks for you at a set fee (approximately £10 per check). Remember, the results can take up to three months to come through.

You will have to decide whether or not to allow potential mentors to begin your volunteer training programme before the police checks are completed. DYP allows applicants to do so because its application form asks for details of criminal records. In fact, it encourages ex-offenders to apply, depending on the nature of the offence and how long ago it took place – applicants who have committed sexual offences or offences against a child, or anyone who has committed very recent serious offences are not considered. However, the project believes that ex-offenders, particularly those who were in trouble when they were teenagers, are often excellent role models for its target group.

Police checks themselves are not infallible – applicants could have changed their names to hide criminal records – but the checks are still an important aid in determining an applicant's suitability for mentoring. There is no law requiring these checks for volunteers, and each project must decide for itself whether or not to use volunteers with criminal records.

INTRODUCTORY EVENINGS

After applicants have submitted their forms, DYP invites them to an introductory evening to learn more about the project and to meet current mentors. It is helpful to run several of these evenings, each lasting about one to two hours, to give as many potential volunteers as possible the chance to find out about the project. This is your best opportunity to persuade new volunteers to become involved in the programme, and to impress on them the commitment involved. Many will drop out at this stage when they realise that the challenges of mentoring are too much for them. Do not worry about drop-outs during the recruitment and training stages – the applicants usually know best whether or not they are suited to mentoring.

At the meeting you will need to decide how strict to be with late applications – you may get people who have only recently heard about the project and have come along without an application form. The director, or the person with most knowledge of the project, should start the evening with a brief talk on the background of the project, its aims and achievements. She or he can follow this with a step-by-step description of what the project will entail, focusing on the commitment required from the volunteers. If the director does not run the volunteer training and residential courses, you can have the trainer speak for a few minutes about these aspects of the programme.

Previous mentors can also talk about their experiences and the highs and lows of being a mentor. Encourage them to be completely honest with the new applicants, and to talk openly about the challenges they encountered. Most potential volunteers will want to ask questions and this part of the evening is usually the most informative.

At the end of the evening, you may want to encourage mentors to mingle with the potential volunteers, answering more questions and encouraging them to join. Make a final announcement telling the potential volunteers what the next steps are. DYP invites all those

who have filled out an application form and attended an introductory session to attend its volunteer training sessions.

TRAINING MENTORS

> ***It gave me an ability to mix with a wide variety of people in terms of social background, and an ability to listen and not to judge.***
>
> A volunteer

There are a number of questions you need to ask yourself before designing the training programme:

- What kind of staff will I need to train volunteers? Do I have the expertise and staff I need in-house?
- Which potential volunteers will I invite to the training?
- Considering the size of my premises and the number of staff, how many volunteers do I have the capacity to train at once?
- How long should my training last?
- What should be included in the training?

Depending on the size of your budget, and your answer to the first question above, you may want to contract an outside trainer to run your volunteer training. However, quality control is vital when contracting outside agencies, and you should plan to work closely with the trainer to help design and monitor the programme. If you have the expertise in-house, this will obviously save you some money. If no staff member has ever run training for volunteer mentors before, you could devise your own training programme, or work with other voluntary or mentoring programmes to come up with a training plan.

DYP contracts an outside training team to train up to 50 potential volunteers at once, which is a larger number of volunteers than it actually needs for one cycle. DYP has found that many volunteers drop out of the training, so it always 'over-recruits' for the initial training programme.

To train a group of this size, you will need to break the participants up into three or four smaller groups, each with its own facilitator. You will also need to decide how long the training will last. DYP trains all volunteers for four days, over two weekends spread two weeks apart. This reflects the difficult nature of DYP's client group, and the serious commitment the project expects mentors to make. DYP has found that it takes four days for the volunteers to get to know one another.

to open up, and to begin to develop some of the skills they will need as mentors. It also takes four days for the staff to get to know the volunteers, and to assess their suitability for mentoring. Other mentoring schemes hold one training evening per week over several weeks, or train on consecutive Saturdays.

The content of the training will depend on your target group. It should include:

- background information on the project
- background information on the target group
- background information on the local area
- discussions, role plays, brainstorming, etc, on issues facing disadvantaged young people growing up today
- discussions around peer-pressure, racism, sexism, homophobia, and other issues affecting young people
- development of listening skills
- development of non-judgmental counselling skills
- information on local agencies providing services for young people
- the 'dos and don'ts' of being a mentor
- what to expect on the residential and other components of the project.

You may want to hand out a mentor training pack at the start of the training, outlining the training schedule, and including other important information.

SELECTING MENTORS

Assuming you have trained more volunteers than you actually need, you will now have to select the volunteers who will go on to the first component of the programme. You may want to use both the application forms and the potential volunteer's progress on the training course to help you make a decision. You may also want to have individual interviews at this stage, if you have not held them earlier in the process, to assess a candidate's suitability for the role.

DYP relies mostly on the opinions of the training staff who, by the end of the four-day training, usually have a good idea about each

candidate's ability to listen to a young person and act as a supportive role model. You should also consider your target group. If you are likely to have mostly Asian young women, for example, you may want to ensure that most of your mentors match this profile as well.

Finally, you may want to take on more trained volunteers than can be matched with young people, so that you have spare mentors. If so, it is important to make this clear to the volunteers at the outset to avoid disappointment later. Write to all those who came to the training to let them know whether or not they have been selected. Let those who were not selected know what other roles they could play within the project (see page 53).

B. THE YOUNG PEOPLE

CRITERIA FOR RECRUITMENT

While you are recruiting mentors, you will also need to begin enrolling young people. The money spent on your programme can only be justified if it reaches the young people most at risk. There are several key decisions to make.

First, you will need to decide whether your referral process will be voluntary (the young person decides whether or not to join the project after being referred), or statutory (the young person must participate as part of a court order, for example). Statutory referrals may help in your fundraising efforts, as you can charge a fee for each young person referred and, if a young person is *required* to attend, overall participation levels on the project may be higher.

However, it is difficult to compel someone to have a mentor, and in this situation, the mentors may find themselves acting as voluntary probation officers. Similarly, young people who attend the project on court orders may be poor role models for those who are there on a voluntary basis. Young people who join the project voluntarily are showing that they want to make a change in their lives, and that they have the basic motivation to get started. In light of these factors, DYP only accepts voluntary referrals.

You also have to consider the mix of young people on each cycle. As most voluntary projects are obliged to work with limited resources, you will probably want to target those young people who are most needy. However, if you are targeting persistent young offenders, how many of these can you realistically work with and support at one time? DYP has found that a variety of young people works best. It takes some offenders and some young people who have been excluded from school but who are not involved in crime.

Although DYP usually has more boys than girls on each cycle, it has found that a balanced group is easier to work with. The greater the range of ages, on the other hand, the more difficult it can be to plan activities for the whole group, although sometimes older teenagers can act as positive role models for some of the younger ones. On the whole, DYP has found that the programme is most effective with 15, 16 and 17 year-olds, and therefore it no longer accepts 19 year-olds. You may want to consider a separate programme for young people aged 18 or older.

You need to answer the following questions, before you begin your recruitment process:

- How many young offenders, young people excluded from school and/or truants do you have in your area?
- Who are the most needy or disadvantaged young people in your area?
- How far will you seek to balance each cycle of your programme between young people who are seriously at risk and those who are moderately at risk? This depends on the size of each cycle and staff levels.
- What kind of a balance will you seek between girls and boys?
- What kind of a balance will you seek between different ethnic groups and between different age groups?

You need to draw up a referral form (see Appendix 6). This form should ask potential referrers, such as social workers, teachers or parents, for some basic information about the young person. At a minimum, the form should ask for:

- name, address and telephone number of the young person
- age, date of birth, sex, ethnic background
- parent's/guardian's name, address and telephone number
- referrer's name, address and telephone number
- why they are referring the young person (perhaps using a tick list with categories such as: cautioned, arrested, on probation, excluded from school, truanting, using drugs, family problems, etc)
- any other programmes/schools the young person is attending
- any other information about the young person.

RECRUITMENT AND REFERRALS

Recruiting young people is usually more time-consuming than recruiting mentors. Designing special posters and leaflets about your programme and distributing them around the local area – in social services offices, youth clubs, or on public bulletin boards – is one way of recruiting. DYP has found that this method does not generate a large response from disaffected young people, as they do not tend to read publicity materials placed in 'mainstream' locations. It is more

effective to have a social worker or teacher refer the young person and speak directly with them about the project. DYP therefore focuses almost all its recruitment efforts on the agencies that work with potential participants. However, liaising with potential referral agencies takes a great deal of persistence, time and energy. Most referrers will not respond if you merely send them written information about your project and ask them to send in their referrals.

At the beginning of each recruitment cycle, DYP writes to potential referral agencies and lets them know about the project and any changes made over the past year. This is followed by a telephone call to arrange a visit to address one of their staff meetings to talk in more detail about the project. DYP meets personally with potential referrers at the beginning of each new cycle. This means meeting *every*:

- social worker in the borough
- head teacher in charge of DYP's target age group in each school, including the pupil referral units or off-site provision centres
- probation officer
- police officer from the youth and community section
- youth justice worker
- youth worker
- other community workers.

DYP tries to speak with as many staff members as possible and usually makes a 15 to 20 minute presentation about the project, hands out its referral forms, discusses the referral process and answers any questions. These meetings are also followed up with a telephone call two weeks later to see if they have any referrals to make. Towards the end of the recruitment period, DYP may write one last time to the agencies to remind them that they have only a few days left to refer young people for the next cycle.

Another way of reaching young people is to get detached youth workers to talk informally about the project to young people on the street or at places where they tend to hang out. This may be effective if you have a significant number of young people in your area who do not participate in any mainstream activities (such as schools or youth clubs), and who have slipped out of the reach of social services or other statutory agencies.

INDUCTION

Once a young person has been referred, he or she should be contacted straight away. DYP sends the young person a colourful flyer telling them about the project and inviting them to attend an introductory afternoon. This first encounter with the project is crucial for grabbing the young person's interest. Many of them will have never heard of your project and will probably not be very motivated. Try to be creative with your flyers. DYP has tried a number of different 'tag' lines, including:

'Do you really have anything better to do? Come down and find out about an exciting new project...'

'What do you have to lose?'

'College? Training? Work? Which do you want to do? We can help...'

'Free Pizza!'

'Bring a friend!'

DYP always prints a clear map on the flyer, mention refreshments and invite the young person to bring a friend – anything to help make the young person feel welcome. It also sends a flyer and introductory letter to their parents or guardians, describing the project in a little more detail. DYP does not ask for the parent's or guardian's permission at this stage – it is better to wait until the young person has expressed interest in enrolling in the project.

Holding more than one introductory session over two to three weeks will help to ensure that all interested young people are able to attend. The timing of these sessions is important. If some of your target group go to school, or other programmes, late afternoon or early evening may be best. It is important to make the young people feel comfortable, especially as they may be walking into a room filled with people they do not know. You may also want to invite some of the referring agencies – teachers, social workers or parents.

Having something for the young people to look at, such as photos, a video, or a short leaflet about the project, will keep them occupied before you start the session. Serving refreshments such as soft drinks, crisps or even pizza will also give young people something to do and help them relax. It is also helpful to have extra staff or volunteers on hand to talk individually with the young people.

DYP invites experienced mentors to explain the concept of mentoring

to the young people. You may also want to consider inviting young people who have been through your programme to explain it to the newcomers.

A staff member should make a formal presentation about what is entailed in joining the project and what the next steps are. It is important to explain all the components of your project clearly, and to encourage young people to ask questions. Many may not have heard of 'mentoring' before, although they may be excited about other components of the project. The goal of these sessions is to encourage young people to enrol, so highlighting the exciting parts of the project, such as a residential trip, may serve as an incentive. But it is equally important to stress the serious side of the project. At the end of the session, mentors and staff may again want to speak to young people individually, as most will find it hard to ask questions in front of a group.

INVOLVING PARENTS AND GUARDIANS

It is a good idea to involve young people's parents or guardians in the project. DYP sends an information sheet to parents at the referral stage. If their child wants to enrol, the parents are sent a longer information pack and consent forms. Once young people and mentors have been matched, parents are invited to a parent-mentor night to meet their child's mentor and project staff. At the end of the year parents are invited to the graduation ceremony to mark their child's achievements.

In reality, it is often difficult to encourage parents to attend project events as many are distressed about their children and feel that they have tried everything with them. Some parents have had negative experiences with their child's school and may see project events as another form of parent-teacher meetings. However, positive feedback from those parents who do attend often helps to further motivate their child and his or her mentor.

THE APPLICATION FORM

Interested young people should be invited to another session to enrol formally. DYP has found that asking young people to show their basic commitment to the project by returning the following week is a good indicator that young people will stick with the programme for a full

year. At the enrolment session, DYP uses trainee mentors to help young people to fill out an in-depth application form, asking them basic questions about their lives and interests. The 'helpers' should make it clear to the young people that this information will be kept strictly confidential.

The form should be designed to elicit any data that may be needed later in the project year (see Appendix 7). At a minimum it should ask for:

- name, address, telephone, date of birth, sex, ethnic background
- their parent's or guardian's name, address and telephone number
- the name and address of their social worker or probation officer
- housing information (do they live with parents, on their own?)
- self-reported offences (have they ever broken the law?)
- information about being in trouble with the police (have they been caught offending?)
- information about drugs use
- their school history (their current school, any exclusions or truancy record)
- their employment history
- information about any other programme or schemes they attend
- their reasons for joining the project
- their interests and hobbies
- their goals
- a signature and the date.

THE INTERVIEW

After filling in the application form, the young person is invited to a short interview with the project director or another senior member of staff. (Sample interview questions are presented in Appendix 8.) The questions should allow the young people to talk in their own words about some of the things they have mentioned on the application form such as their background, interests, goals, needs, and level of commitment. At the end of the interview the young people should be told what they and their parents or guardians need to do next.

HEALTH AND PARENTAL CONSENT FORMS

Before the residential course DYP sends a simple consent and health form to the young people's parents or guardians (see Appendices 9 and 10). These are primarily to let parents and guardians know where the young person is, what they will be doing on the residential and what the other components of the project are. It also lets staff know if the young person has any particular health needs.

The consent forms can be quite simple, with a statement for parents and guardians to sign, such as:

> I understand my child will be participating in the Dalston Youth Project, which includes a four day residential component outside of London on [date]. I give my permission for my child to participate in all activities with the Project.

The health form should include the telephone number of the young person's doctor, any allergies or other medical problems, his or her most recent tetanus and other key injections, and whether or not he or she can swim.

It is a good idea for all parents or guardians of potential participants to fill out the health and consent forms, even if you are not sure that the young person will be on the project, because it may be difficult to have these forms signed at the last minute. Stamped, addressed envelopes help to ensure that parents and guardians return the forms promptly.

SELECTION

At this stage, you may have more young people enrolled than you can work with at one time. Any young person who clearly does not fit your target criteria at the referral or interview stage should be told, as early as possible, that this programme does not fit their needs. You may want to refer them on to another programme better suited to them, or create a waiting list. You may decide to select those young people who are the first to have their parents or guardians return their forms. However, it is important to keep the recruitment criteria in mind at all times, and to consider the balance of the group in terms of sex, age, race, level of need, etc.

Once a young person has been selected for the project, he or she and the referring agency should be informed by letter or telephone as quickly as possible. This can help in future recruitment drives.

MATCHING MENTORS AND YOUNG PEOPLE

DYP does not match mentors with young people until after the residential, described in the next section, as this provides a good way to get to know both volunteers and young people. However, most mentoring schemes try to match mentors and young people before they meet.

There is no science or formula to the matching process, although it is important to consider personalities, sex, ethnic background, interests and the young person's needs and goals. Again all schemes differ. Many prefer to match male mentors with young males, or to put people of the same ethnic background together.

So long as mentors are volunteers, and there are no legally binding obligations between the scheme and the mentors, then applying racial criteria when you are selecting or matching is not unlawful. If mentors or others involved in the scheme are employees, then discriminating on racial grounds when selecting or allocating work *could* be unlawful. However, discriminating in this way may be lawful if the job involves providing people from a particular racial group or of one sex with personal services which can be best provided by someone of the same racial group (section 5(2)(d) of the Race Relations Act) or of the same sex (section 7(2)(e) of the Sex Discrimination Act).

DYP has never had a group of mentors which exactly matched the profile of its group of young people and has had to match female mentors with young males, black mentors with white young people, and other combinations – this has worked no better or worse than matching mentors and mentees by characteristics like sex and race. In fact, the success of the match seems to be based almost entirely on the personalities involved. However, if a mentor specifically requests a black young person, for example, the project will try to accommodate this. Similarly, if a young person seems to be in desperate need of a male role model, it will match them accordingly. However, it does not match male mentors with young females, as this may put both participants in an awkward or dangerous situation.

You may want specifically to ask the mentors and young people who they would like to be matched with. At the end of the residential DYP asks the mentors to list between three and five young people who they think they could work with – not those who they like best. However, it has found that asking young people for their choice of mentor often leads to disappointment.

Using the application forms is another way to match the interests and career goals of the young person with the mentor.

THE MATCHING MEETING

The first meeting between the mentor and his or her young person can be critical for setting the tone of the mentoring relationship. You may want to consider having individual meetings, at your premises, where a staff member can officially introduce the mentor and mentee to each other. Or you may hold a large group meeting where all mentors can meet their mentees at once.

DYP uses the group approach, and plans an activity or group game to help the mentors and young people to get to know one another and relieve some of the pressure of the first meeting. It may be helpful to split the mentors and mentees into smaller groups for a group game. Make sure that mentors and mentees exchange telephone numbers and make a date for their first personal meeting straight away.

There may be one or two young people who react badly to their new mentor and say that they don't want that person. DYP usually invites the young people to arrive at the matching meeting before the mentors, to talk about their anxieties about being matched. DYP encourages the young people to try to meet their mentor at least three times before deciding to request a change. It also helps to tell the mentors who they have been matched with before the matching meeting, to avoid too many surprises. Mentors may want to find out more about their young person by reading their mentee's application forms, so it is important to inform the young person at the application stage that this may happen.

II

RUNNING THE PROGRAMME

BEST COPY AVAILABLE

4. THE RESIDENTIALS

The best thing about the residential is that we were all in it together. I've never been anywhere where the adults and the youths were all trying out something new together. We were all one big team, it was a tremendous feeling, like nothing else. It was the best part of DYP for me.

A young person

AIMS

Following the recruitment and induction stages at DYP, young people, trained mentors and project staff leave their normal city environment for a three or four-day residential programme.

The goal of the residential course is to help to bind the young people and mentors into a group, and to inspire them to make some changes in their lives. The course includes challenging outdoor activities which build self-awareness and respect, trust in others, cooperation and better communication skills.

DYP has found that, when they are away from home, young people examine their everyday behaviour and think more clearly about what they want to accomplish. It is often an eye-opening experience – many participants have never been outside their borough, or out of London, and it is important that they begin to understand that there is a world out there, full of possibilities.

TIMING

DYP holds its first residential at the beginning of the programme, to encourage young people to join the project and to stick with it for the year. It also helps the project to match mentors with mentees.

DYP also holds a second, slightly shorter residential course six months into the programme cycle. During the first six months of the programme year, young people accumulate points for attendance and effort in other areas of the project, which can earn them a place on this second residential. This course allows staff to work in greater depth with the young people on personal development, and to review and revise the goals and action plans drawn up at the first residential.

PREPARATION

It is important to prepare both young people and mentors for what they can expect from a residential. DYP holds a pre-residential meeting where small group games or activities are organised to help the young people get to know one another and the mentors. This is followed by a careful examination of the schedule for the residential and briefing on other key points.

At a minimum, you should insure that everyone going on the residential has the following information:

- departure and return dates, times and locations
- the length of the journey and whether it will be by coach, train, etc
- the address and contact phone number of the residential site
- a list of clothing, depending on the weather
- a schedule of the activities planned for the residential
- a description of the sleeping and eating arrangements
- any project or residential site rules or guidelines

The project staff should have the following information on each young person and mentor:

- a health form (as described earlier) indicating any health problems, allergies, swimming ability, and whether he or she has special dietary needs
- a consent form for young people, with an emergency contact name and number.

Before leaving for the residential, project staff will have to collect missing forms from all participants; organise sleeping arrangements; decide on small groups of mentors and young people for the daily activities (see below); devise indoor activities; and work out a staff rota for 'night duty'.

VENUE

For most of its residential trips, DYP uses an outdoor pursuit centre, Hindleap Warren, in East Sussex, run by the Federation of Clubs for Young People. There are hundreds of similar centres, owned and run

by various organisations all over the UK. Most cater for school groups or groups of young people. Contact your local youth service or the national Youth Hostel Association for information on nearby centres (see Appendix 17).

ACTIVITIES

The Hindleap Warren centre is staffed by professionally trained group leaders who guide small groups through the outdoor activities, such as obstacle courses, high and low ropes courses, rock climbing, abseiling, zip wire, archery, and mining in underground tunnels. Safety and teamwork are stressed at all times.

After completing it groups review each activity, concentrating on how they worked as a team. For outdoor activities, DYP breaks its group down into smaller groups of four or five young people and four or five mentors. All the groups come together for indoor activities, which are usually held first thing in the morning and in the evenings. These are led by DYP staff and focus on setting educational and career goals, as well as building group solidarity. They usually include one session on each of the following:

- Setting goals for education and careers. Led by DYP's education coordinator, these sessions review each young person's education so far, and set individual action plans for the year.
- Confronting offending behaviour. Led by DYP's training team, this session explores the consequences of crime for both the offender and the victim.
- Single sex sessions. Led by DYP staff, these sessions allow single sex groups to talk about issues pertinent to them.
- A talent or rap contest. Led by DYP staff, each small group creates its own rap or poem about its experience on the course, and performs it for the rest of the group. It may include dance, singing and other talents.
- Board games, videos or sports equipment such as a football or basketball, for free time activities.

REMINDERS

At the end of the residential, it is important to let young people and mentors know what will happen next in the programme. DYP

reminds all participants about the following key programme components:

- shortly after the residential, each young person will be matched with a mentor and weekly mentoring will begin
- the education programme will start and last for eight weeks
- the employment training programme will start and run throughout the year on a monthly basis
- the points or reward system (to earn points to go on the next residential) will start immediately.

5. MENTORING

My mentor said, 'Do you think your friends will give you money to pay your gas and electricity bills?' and I saw how stupid it was hanging around the streets all the time and I decided to go on a course that could lead to a future.

A young person

A. THE MENTORING RELATIONSHIP

THE FIRST MEETING

Mentoring lies at the heart of the programme, and it is essential that mentoring relationships get off to a good start. DYP holds a matching meeting to start that relationship off. You may want to consider holding individual matching meetings, with a member of your staff present, to help set the ground rules for the mentoring relationship.

Eventually, however, the mentor and young people will have to meet on their own. Mentors, in particular, may be very anxious about this first solo meeting, so it is important to discuss it during training, or at a special meeting. It may help if you give mentors a list of free or cheap activities in your area to get them started, and let them see their young person's application form and action plans to make them better prepared.

DYP suggests that mentors are not over-prepared. It is best to start with a casual meeting where they and the young person can begin to get to know one another. The mentor should allow the young person to talk about what he or she wants to talk about, and to set the pace of the discussion. Mentors and young people may want to develop their own ground rules at their first meeting. For example:

- we will meet once a week for two hours
- if one of us cannot make the appointment, we will call to let the other one know
- we will not miss a meeting unless something unavoidable comes up
- we will not talk to other people about what we discuss together,

unless someone's life is in danger

- we will review the young person's action plan once every two months.

COMMON PROBLEMS IN THE MENTORING RELATIONSHIP

Despite careful preparation, getting the mentoring relationship started and sustaining that relationship can be very difficult. There are several common problems that DYP mentors have come up against again and again.

Problem: What if the young person does not show up for arranged mentoring meetings?

Possible solutions:

- Have the mentor set a regular day and time for meetings (for example every Tuesday at 6pm), so that the young person will get into a routine.
- Have the mentor talk to their young person about their other commitments (job, family, etc), and explain why it is difficult if they arrange to meet and then are left waiting for a long time.
- Have the mentor send their young person a reminder postcard or telephone them before each meeting.
- Have the mentor arrange to pick up the young person at their home before each meeting.
- Encourage the mentor to develop at least a telephone relationship with the young person's parent or carer, who may be able to encourage their child to meet more regularly.
- Arrange a joint meeting with another mentor and his or her young person (if the two young people are friends) to help get the ball rolling.
- Have the mentor treat the young person to a special activity, such as ice skating, once a month.
- Encourage the mentor to come to mentor support group meetings where they can get feedback and suggestions from other mentors and staff.
- Keep encouraging the mentor and praise them for their efforts.

- If the young person still does not show up, consider rematching the young person with a different mentor.

It just did not work out how I expected. Lots of patience and persistence is needed!

A mentor

My mentor was absolutely brilliant. I'd give him full marks...No, I know I didn't meet him, but every time I came home there was a message from him... No one has stuck with me so long.

A mentee

Problem: What if the young person is behaving badly while with the mentor?

Possible solutions:

- If the young person has used drugs or alcohol just before meeting, the mentor should explain clearly and firmly that they will not meet the young person when they are intoxicated because it will not be productive. Another meeting should be arranged where the mentor can discuss what happened, why they could not meet, and the possible consequences of using drugs or alcohol.
- If the young person has drugs or a weapon with them at the mentoring meeting, the mentor can use the same tactics, explaining that they would run the risk of being arrested if they happened to be stopped by the police.
- If the young person meets a group of friends and begins to get very boisterous or disrespectful towards the mentor, the mentor may want to end the meeting and discuss the issue at a later time, or try to take the young person aside briefly to explain that he or she is not comfortable meeting in such circumstances.

Problem: What if the young person and the mentor just don't get along well?

Possible solutions:

- Encourage the young person to meet with the mentor at least three times before making up their minds.
- Arrange a meeting with another mentor and young person (preferably a friend of the young person concerned) for a group activity.
- If the young person continues to refuse to meet their mentor,

consider re-matching them with a spare mentor.

Problem: What if the parent of the young person is hostile towards the mentor?

Possible solutions:

- Encourage the mentor to introduce themselves to the parent or guardian early on in the mentoring relationship, either by telephone or in person.
- Encourage the mentor to be open with the parent, and to explain their role and all the benefits a mentor can bring. Make sure they emphasise that they are not there to replace the parent, but rather to offer extra support to the young person.
- Hold an event for mentors and parents early on in the programme, so that parents can meet other parents, mentors and staff and find out more about the project (see below).
- Have a staff member write to and telephone the parent if they seem to be having a problem accepting the mentoring relationship.

SUSTAINING THE MENTORING PARTNERSHIP

Mentors should be encouraged to arrange special, cheap activities with their young people, on a regular basis. For example, if they usually meet at a café, they could take a trip to the local theatre or attend an outdoor fair together. They should also try meeting up with another mentor and young person, even if their relationship is going well.

Staff should play a major role in starting the mentoring relationships and sustaining them. It is important to keep careful track of how each pair is doing, and how the mentors feel about their progress. It is a good idea to contact the mentors frequently (by telephone if possible), to give them encouragement and support, even if the mentors attend regular support or training meetings. If you need to rematch a mentor and young person, try to do it early in the programme year so that the young person has as much time as possible to settle in with their new mentor.

Staff should also continually encourage mentors to support each other by offering suggestions for meeting places, and by arranging joint meetings. Mentors should be reminded to re-read the guidelines for mentors.

THE PARENT–MENTOR MEETING

> ***My son needed someone who could understand the problems a black boy was facing. He was getting more and more angry with me and everything because everywhere he went he felt misunderstood... and sometimes he needed someone who could give him a good kick up the backside.***
>
> A parent

DYP holds a parents and mentors meeting about three months into the programme cycle, to explain the programme to parents in more detail, and to introduce them to their child's mentor. Holding the meeting at this time in the cycle gives parents a chance to see that the project has had some effect on their child. Parents often tell very moving stories of the effect the project has had, and this helps to motivate the mentors themselves.

It is difficult to get a good turn-out of parents for these meetings – many parents think they are similar to parent-teacher meetings. DYP sends parents personal invitations, and follows these up with a telephone call. It also asks the young person and the mentors to encourage the parents to attend.

The meeting should include a presentation of the different programme elements. You may want to ask a mentor or young person to speak about what the project has meant to them so far, as well as have a staff member give a broader overview of the project. Be sure to save time for questions and some mingling at the end. It is helpful to ask parents and mentors to wear name-tags, perhaps with the name of their child or mentee on it as well, and staff members can help to introduce mentors and parents to one another.

ENDING THE PARTNERSHIP

Towards the end of the cycle, many mentors and young people may get anxious about how the mentoring relationship will end. The process will differ, but it is important to hold a mentor training or support session close to the end of the programme to help mentors decide how to end their formal mentoring relationship.

DYP lets the mentors know about two months in advance of the graduation ceremony that they need to talk to their mentee about the end of the programme. It advises each mentor to discuss a plan for their future relationship with their mentee. In some cases they may choose to continue meeting on an informal basis. If the mentor and mentee

have been meeting regularly once a week throughout the year, they may decide to meet once a month in future, or to keep in touch by telephone and meet only if the young person is having a crisis. It is up to the young person and mentor to decide together what will work best for them, and to discuss their anxieties about ending the partnership.

At the graduation ceremony, DYP stresses that although the young person is graduating, it does not mean that he or she will have nothing more to do with the project. DYP lets all young people know that they are always welcome to come to the project to get advice on education, careers or personal problems. In addition, all present and past DYP young people and mentors are invited to a social event held approximately once a quarter.

B. MENTOR SUPPORT

For mentoring to work, a great deal of support is needed for the mentors themselves. Not only do mentors need the skills you will provide at the initial training sessions, but also constant encouragement, advice, support and additional training throughout the year. DYP provides support in three ways: mentor training meetings, mentor supervision sessions or surgeries, and informal support via telephone calls, newsletters and other methods.

MENTOR TRAINING SESSIONS

Additional training sessions throughout the year help to increase mentors' skills in working with young people. Regular sessions for mentors should focus on developing skills such as counselling. They help to increase the mentors' knowledge of existing services in the area, to which they may want to refer their young person. The training can be provided in-house or by outside agencies.

These sessions can be held monthly or less frequently. DYP holds at least one per quarter. It is important to let your trainers or presenters know they will be talking with volunteer mentors who will then be passing their information on to young people. Encourage them to make lively presentations, and to include brainstorms and role plays, rather than simply talking at the mentors. It is helpful to ask the presenters to bring leaflets or other short written materials to distribute.

SUPERVISION SESSIONS (SURGERIES)

Mentors need time to talk about their specific mentoring relationships and receive feedback. It is important to hold supervision sessions or surgeries, to hold discussions with individual mentors or in small groups. These sessions can be held after training sessions. DYP schedules these sessions so that each mentor will have either a training session or supervision session once a month. Small group supervision sessions – with four or five mentors at a time – are more effective than individual meetings because mentors can give each other support and advice.

During these supervision sessions, the staff member should try to elicit the following from each mentor:

- How frequently have they been meeting with their young person?
- What are the main issues they have been discussing with their mentee?
- What problems have they encountered?
- What progress do they feel they have made with their young person recently?

The staff member should make sure to note all mentors' concerns and comments, and write down an agreed plan of action for any problem areas (see pages 47 to 49 for solutions to problems). This plan can then be reviewed at the next supervision session to help chart the mentors' progress. If you are using the small group format, make sure that each mentor has a chance to report back to the group.

Mentors should also be encouraged to keep a diary (see Appendix 12) to keep track of dates, times and locations of meetings, as well as of the issues discussed. These diaries can then be referred to in supervision sessions, and will help mentors and staff chart the mentor's and young person's progress over the course of the year. At the end of the year, staff may want to collect these diaries to keep as a tangible record of the mentoring relationship, and to be used for monitoring and evaluating the programme.

DYP INVITES OUTSIDE SPEAKERS OR AGENCIES TO COVER THE FOLLOWING AREAS

TOPIC	LED BY
Young people and sexual health	young person's sexual health clinic
Young people and drugs education	community drugs education team
Young people and the law	law centre
How to act as an 'appropriate adult'	youth justice service
What to do if you are stopped by the police	youth justice
What's on offer for young people at the careers service	careers service
How to apply to community college	community college advisor
Benefits and young people	social services representative
Professional counselling for young people	counselling service

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INFORMAL SUPPORT

Mentors may need to raise problems or questions with a staff member between meetings, and staff may want to arrange a specific drop-in time – or you may allow mentors and young people to telephone or stop in at any time during office hours.

DYP has found that most mentors like to be able to telephone whenever they have a question. It is a good idea to telephone all mentors at least once a month, especially if they have not been attending support and training meetings, to offer them encouragement, remind them of forthcoming meetings, and so on. DYP also reimburses mentors for up to £10 per month, for basic expenses.

Another way to keep in touch with mentors is to produce a mentors' newsletter. This can be used to highlight key project meetings, congratulate mentors and young people on recent accomplishments, remotivate disillusioned mentors, and offer a forum for essays or letters from the mentors themselves (see below for an example of the DYP newsletter.)

DYP News

November 1996 - Programme 3 Volunteers

Stop Press

Please cancel Monday, 25th November in your diaries and look forward to:

Dalston Youth Project

QUIZ NIGHT

Wednesday, 11th December 6.30pm

Light refreshments will be served.

There will be fun and prizes for everyone - winners and losers! Previous DYP mentees and mentors are also invited, so please put it in your diaries and remember to bring your mentee.

Where are they now.....

31 Young people joined DYP in May 1996. Most were not working, attending college, training or school full time. Since then many have moved on and improved their status. To date:

SCHOOL	5
WORK	5
COLLEGE	7
TRAINING	2

So congratulations are in order for over half of DYP young people.

EXPENSES

As we are partly funded by private trusts our accounts are regularly audited therefore volunteer expenses can only be reimbursed against relevant receipts. All establishments selling food and drink or charging for entry are able to give you a receipt. If it is difficult to get a receipt, please call DYP so that we can advise you. Expenses should be claimed at supervision sessions or volunteer training/support meetings which take place monthly.

QUESTIONNAIRES

Many, many thanks to those of you who completed and returned your 6-month questionnaire. We will issue your responses to evaluate the programme and make changes where you have come up with good ideas. Please return your questionnaire by the end of November if you still have it.

Events

Two volunteer training sessions have taken place recently. Enterprise Careers Services gave a detailed description of their new activities since privatisation. Last week the training session about SEX was well attended, very interesting and very interactive!

The 'Dealing with Anger' workshop to be led by Off Centre (counselling for young people in Hackney) will be postponed to January.

Wednesday, 4th and Monday, 9th December we introduce new volunteers to DYP for Programme 4. Would you like to be on the questions and answers panel? If you would like to help on this recruitment evening please telephone Amanda by Friday 29th November.

A big THANK YOU to Swanson for catering at the Programme 2 DYP graduation ceremony in September.

Your contributions are always welcome to this newsletter.

Keep up your good work!!!

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OTHER ROLES FOR MENTORS

Some volunteers who have been trained but do not get matched with a mentee may be interested in doing other kinds of voluntary work. Equally, some matched mentors may have extra time on their hands, which they would like to devote to the project. Therefore, it is a good idea to have additional tasks for volunteers (see below).

It is important to treat volunteers in the same way as any staff member, so they will need a job description, training (where necessary), supervision, and reimbursement for travel expenses and lunch costs. It is a good idea to advertise these opportunities to all mentors and volunteers on the project, so that everyone feels they have an equal opportunity to volunteer for these jobs.

OTHER ROLES FOR MENTORS

ROLE	TASKS
Administrative assistance	Assisting with mass mailings, telephoning young people, producing a newsletter, fundraising, coordinating events
Assisting with the education and careers components	Helping tutors in the classroom to work one-to-one with a young person who needs extra attention; taking a group of young people on a tour of their own workplace
Leading a one-off workshop based on the mentor's skills or interests	Dance, cooking, sport, creative writing, singing or acting workshops
Acting as an 'appropriate adult' at the police station, or as a Court Visitor	Attending the police station or court with a young person whose mentor cannot meet them during the day
Providing catering for a project event	Food costs would need to be covered

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6. THE EDUCATION AND CAREERS PROGRAMME

When I was at school I was picked on and blamed for everything. The teachers would say, 'Don't fiddle about girl!' and 'You must be stupid if you didn't understand it the first time!' On the DYP programme, we were treated like adults and everything was explained to us calmly, and if we didn't understand it they would explain again, as many times as it took for us to understand. They were really nice and they didn't look at us and write us off because we are black.

A young person

TIMING AND LENGTH OF PROGRAMMES

Many young people need to develop tangible academic and vocational skills in order to reach their goals. For young people who have been outside the mainstream school system, due to exclusion or truancy, helping them back into education or training will probably be a key objective for your project.

DYP has a combined education and careers programme which runs concurrently with the mentoring component. Before designing such a programme for your project, you need to answer the following questions:

- Who is the target group and what are their present needs and abilities? (Do they have special educational needs, for example, or are they behind in basic skills such as numeracy and literacy?)
- What are the interests of the target group? (School, college, training, employment?)
- What educational and careers services are there in the area? Do they work with the target group? How accessible are their programmes?
- What links do you or your organisation already have with educational programmes in the area, such as local college or training establishments?

MENTORING, EDUCATION AND CAREERS PROGRAMMES
MONTH BY MONTH

Month 1	Introduction and enrolment
Month 2	1st residential (3-4 days) Mentoring (ongoing)
Month 3	College taster course (8 weeks) Pre-employment programme (ongoing, 1/month) Mentoring
Month 4	College taster course Mentoring Pre-employment training
Month 5	Weekly education workshops (ongoing, 1/week) Job shadowing (ongoing) Mentoring Pre-employment training
Month 6	2nd residential (3 days) Weekly educational workshops Job shadowing Mentoring Pre-employment training
Month 7	Weekly educational workshops Job shadowing Mentoring Pre-employment training
Month 8	Weekly educational workshops Job shadowing Mentoring Pre-employment training
Month 9	Weekly educational workshops Job shadowing Mentoring Pre-employment training
Month 10	Weekly educational workshops Job shadowing Mentoring Pre-employment training
Month 11	Weekly educational workshops Job shadowing Mentoring Pre-employment training
Month 12	Graduation ceremony

DYP has found that the vast majority of young people referred to the project had been out of mainstream schooling for several years, and were not sure what they wanted to do with their lives. Many also had very weak basic literacy and numeracy skills. DYP created a 'college taster course' programme, designed to act as a bridge to bring disaffected young people back into education or training. The taster course allows young people to test out college life without actually having to enrol in a full-time, year-long course with homework and exams.

Following this eight-week programme, weekly education and careers workshops are held at DYP's premises, as well as job shadowing schemes with local employers. Finally, the project provides participants with a pre-employment training programme, to introduce young people to key employment-related skills.

The education and careers programme components run throughout the cycle, as shown on page 55.

LINKS WITH LOCAL COLLEGES AND OTHERS

It is important to develop a well-rounded and effective education programme. To do this you will probably want to liaise with your local college, or other education providers in your area. Often they will be interested in the project because the young people could later become full-time students at the college. Even if you decide to design and run your own education component, it is still important to forge links with local providers to avoid duplicating services.

Hackney Community College was particularly keen to work with DYP because it felt it was important to encourage disaffected young people back into education. The community education department in Hackney was also concerned with alternative and community-based education initiatives like DYP, and encouraged the college to provide courses specifically tailored for disaffected young people.

COLLEGE TASTER COURSE

DYP designed an eight-week course, funded by the education department and provided by Hackney Community College. DYP's education coordinator works closely with a representative of the college to choose courses, tutors and a curriculum for the special programme. There is one set timetable for eight weeks offering a variety of short

courses. Each young person is provided with a college ID card, and attends classes at the college, with college tutors, so that they truly get a feel for the college experience. The course content changes from one programme cycle to the next, based on the availability of college tutors and the interests of the young people (see below for a sample taster course schedule).

The course usually includes:

- basic literacy and numeracy skills
- computer skills
- vocational taster courses (painting and decorating, plumbing, electrical engineering, auto mechanics, an introduction to caring, fashion, photography, drama, sport and others)
- workshops led by outside agencies (drugs education, sex education, young people's rights and others)
- job skills workshops (developing a CV, interview skills, filling out application forms, etc).

Young people on DYP who are not already attending school, college or a training programme are strongly encouraged to attend all the classes on offer, even if they think they will want to do one course full-time. This is a chance for them to try out different courses, and see where their interests and aptitudes lie.

Dalston Youth Project

Education 'Taster' Programme

5 weeks - Starts Monday June 3rd

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
There will be one additional day of **CAR MECHANICS** on the **8th July** 10.00 - 12.00 1.00 - 3.00 Venue to be confirmed	10.00 - 12.30 **PHOTOGRAPHY** Hoxton Hall Starts 18th June for five weeks	10.30 - 12.30 **COMPUTERS** Brooke House Room 306	10.00 - 12.00 **INFORMATION SESSIONS** Stoke Newington Community Centre (Old Fire Station, Leswin Rd)	10.00 - 12.00 **PAINTING & DECORATING** 3 weeks 21st, 28th June and 5th July Bow Common Lane Annex
3.00 - 5.00 **CANOEING/SPORT** Leaside meet at DYP	1.30 - 4.30 **SOUND WORKSHOP** Cultural Partnerships 90, De Beauvoir Rd	2.00 - 4.00 **IMPROVE YOUR WRITING SKILLS AND WORKING WITH NUMBERS** Brooke House	1.00 - 3.00 **ELECTRICAL INSTALLATION** 2 weeks 6th, 13th June Triangle House	

hd/education prog 3/prog 3 timetable

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It is impossible to interest everyone in a group of young people in all of the classes, and each person starts out at a different academic level. To help encourage regular attendance you may want to try the following:

- send constant reminders to the young people about the course schedule, information about any changes, etc
- telephone the young people, daily if necessary, to encourage them
- encourage their mentors to telephone them as well, or even to go to some of the classes with them, if possible
- provide transport and lunch costs for the young people
- devise a reward system for good attendance
- hold a graduation ceremony at the end of the education programme, with certificates for all those who attended.

JOB SHADOWING

After the college taster course programme, DYP provides a job shadowing programme, designed to widen the young people's career horizons. This involves taking small groups of young people (three to four at a time), for two to three hours, to visit local and city-wide organisations and companies, where they are able to meet a range of employees and talk to them about their work and the qualifications needed to get there. Young people themselves have suggestions for workplaces they would like to visit, and staff can add to those suggestions using any connections they may have. Many businesses are pleased to provide what they will see as a charitable service, which costs them little more than a few hours of staff time. Often, all it takes is a short letter explaining your project, and what a visit from your participants would entail. Follow the letter with a phone call to arrange the details.

DYP tries to set up a wide range of visits to show young people that there are many interesting careers, some of which they may never have heard of. These visits depend on what is available in your immediate area, but consider the following types of workplaces:

- newspaper
- television station
- radio station

- hospital
- school or day care centre
- sports or leisure centre
- manufacturing company
- art gallery
- social services department
- bank.

Job shadowing visits can lead to offers of work placements. You may want to develop short work placements for your young people, with local or city-wide employers. For example, an employer may be willing to take on one young person for one day per week, for several months, or they may be able to provide a full-time, two-week placement. Developing work placements can be a full-time job in itself, so you may want to collaborate with another education or training provider in your area and make use of existing work placement schemes. You should ensure that the young person receives proper induction, training, and supervision on the placement, as well as reimbursement of basic expenses – travel costs, at a minimum, and possibly lunch.

ONGOING EDUCATIONAL ACTIVITIES AND CAREERS ADVICE

At the end of the college taster course programme, DYP provides weekly educational and career activities at the project's premises. These classes have included literacy sessions, computer skills and drama, and they alternate with workshops on job search skills, interview skills and sessions led by outside groups on drugs, sex education and so on. Often the class is followed by a job shadowing visit or educational trip. DYP's education coordinator offers careers and educational advice to young people at all stages of the project activities, and not just during the prescribed educational courses.

PRE-EMPLOYMENT TRAINING

DYP's pre-employment training programme helps to introduce young people to the skills they will need in the workplace, including punctuality, regular attendance, teamwork and communication skills. It is

also designed to develop young people's leadership skills and self-esteem, as well as their sense of community involvement and citizenship. Without this programme, it is difficult for participants either to find jobs or to keep them once they get them.

DYP currently offers three employment training projects: a video project, a music and drama project, and a peer tutoring project. Young people decide which project they prefer and their mentors attend that group with them. Each group consists of approximately seven to ten young people and mentors, and meets fortnightly for two to three hours per session, for the first six weeks of the programme year (to help kick-start the mentoring relationship), and monthly thereafter.

ELEMENTS OF THE THREE PRE-EMPLOYMENT TRAINING PROJECTS

VIDEO PROJECT

producing a video documentary of DYP as a recruitment tool and publicity for new young people, mentors, parents and referring agencies

video to be launched at the graduation ceremony, and used at recruitment sessions thereafter

the project teaches basic video skills and includes video design, production, editing, interviewing and planning.

[redacted]

a peer education course which develops presentation skills, public speaking, planning, production, as well as music and drama skills

young people develop a presentation for their peers, with a social message, using music and drama

this is also presented to other young people in schools, youth clubs, and at other venues.

[redacted]

young people are trained in basic tutoring skills; they learn about child development, how to motivate others and skills of caring

young people act as tutors to younger children in a nursery or school

they assist in the classroom, helping with basic maths and English, and acting as mentors and friends of the younger children

after three to four training sessions, they go into classrooms for a two hour afternoon session, followed by a one hour discussion and further training.

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All young people and their mentors are required to attend. This helps to facilitate the mentoring relationship, as mentors have at least one meeting with their mentee each month arranged for them. The set activity can help take the pressure off mentors who may be worried about what they will talk about or do with their mentee.

Each young person is paid £10 per session based strictly on employment-related criteria such as punctuality, attendance and teamwork. It is clearly explained to the young people that they are receiving the training allowance because they are doing actual work and developing a product that will be useful to both the project and the community.

7. OTHER PROGRAMME ELEMENTS

QUARTERLY SOCIAL EVENTS

You may want to hold some social activities each year, to give mentors and young people a chance to meet in a relaxed setting, and to build on the sense of belonging to a group. This is also a good opportunity to invite past mentors and mentees back to the project. Graduate young people may feel more comfortable calling in for additional advice or help after they have been back to a social event.

DYP organises a series of large events, approximately once a quarter, including:

- a summer barbecue – to keep costs down, mentors and young people contribute some food and help with the cooking and preparation
- a Christmas quiz night, with prizes donated by local businesses
- a talent night to showcase the pre-employment training projects
- a trip to a sports or entertainment event, such as ice-skating or a theatre outing – often you can get discounts for large groups or charities.

THE GRADUATION CEREMONY

It is important to congratulate all young people and mentors at the end of their programme year and one way to do this is to hold a graduation ceremony for all participants. This highlights their accomplishments and rewards the progress they have made over the year.

The ceremony does not have to be elaborate, but all mentors, young people, their parents or carers, and others who have contributed to the project, should be invited. DYP tries to get a special guest such as a local politician or a celebrity to help distribute graduation certificates. DYP also produces a short programme listing the evening's activities, the participants' names, and highlights from the past year (see the sample certificate and programme, right).

INCREASING ATTENDANCE AT PROJECT EVENTS

Many disaffected young people will not be accustomed to regular meetings or activities, and there are several strategies you can use to improve attendance at your project. Before you develop an inducement system, it is important to determine the reasons behind any poor attendance. First, get advice and input from the young people themselves. Ask them what has been stopping them from attending certain activities. Perhaps they do not have enough money for transport, or they find that the activities aren't relevant for them.

Some ideas for increasing attendance include: offering food and refreshments at all project activities; presenting prizes, which can be donated by local businesses, for excellent attendance or good behaviour; giving a small prize to the first five pairs of mentors and young people to arrive at a particular event.

DYP
DALSTON YOUTH PROJECT

CERTIFICATE OF COMMENDATION

This certifies that:

_____

has actively participated for one year in the Dalston Youth Project Mentoring and Education Programme.

_____
Diane Abbott M.P.

_____
Sarah Benioff Director, Dalston Youth Project

DYP
Dalston Youth Project

GRADUATION

Tuesday, 18th March 1997
at
The Round Chapel
Powerscroft Road
Hackney
E5 0LY

"Don't sit down and wait for opportunities to come, you have to get up and make them." - Madame C.J. Walker

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Stipends, or training allowances, are very likely to help secure good attendance. However, you need to be careful that you are not simply paying young people to attend. You should tell young people why you are providing them with stipends, and that it is linked with their work on the project. Many young people may need reimbursing for their transport or lunch costs, particularly on the college taster course programme, if they are attending full-time.

A points system can also help to increase attendance and positive behaviour. You can reward each young person with a point or star each time they meet their mentor, attend the education programme, attend other project meetings, apply for a job, go to a job interview or help another young person. Young people can earn points individually, or as a group, and these can count towards some sort of reward, such as a day trip.

You may feel that you also need to penalise negative behaviour and poor attendance. For example, if a young person has been consistently skipping meetings with his or her mentor, he or she could be excluded from the next group trip. The problem with this approach is that it may drive the young person even further from the project. Encouraging young people themselves to help you develop a rewards or penalty system may actually make it work.

8. MONITORING AND EVALUATING

Keeping accurate records of your participants and activities is vital to evaluating the overall success of your project.

Before you set up a monitoring system, it is important to ask yourself what kind of information you will need to help you run your project efficiently, and to evaluate it fully. Your steering committee and staff may be able to work with you to develop criteria, and it is a good idea to refer back to your project's aims and to any requirements made by specific funders.

One of the most efficient ways of monitoring a project is to use a computerised database system to keep basic information on each young person and mentor. The advantage of using a database programme is that it can sort your information and produce reports. For example, you can sort young people or mentors by age, race, sex, or home address, and print out a report. These programmes can also help you to create mailing labels, which are useful for large mailings to participants.

As a minimum, your database or data collection system should include the following information about each young person, in addition to the basic information from the application forms:

- referral agency and address
- date of referral
- reason for referral
- application form completed (yes/no)
- programme components completed (list them)
- arrests or exclusions since attending the project
- current work or education
- other comments
- mentor's name.

You need to keep the following for each volunteer or mentor, in addition to their basic information:

- date of first enquiry
- how they heard about the project
- application form completed (yes/no)
- references received (yes/no)
- police check completed (yes/no)
- training completed (yes/no)
- programme components completed
- mentee's name.

You need to decide who will be in charge of collecting and recording monitoring information. DYP's project administrator enters most information from the application forms onto the database, while the mentoring coordinator makes sure the information is kept up to date throughout the year.

You will probably also want to keep careful attendance records for each project activity or meeting (see Appendix 14). A brief description of the meeting or activity itself can be written at the back of the attendance sheet.

You could also ask mentors to keep a brief log or diary of their meetings with young people, as described in the section on mentoring, and hand in their logs at supervision sessions, or when the mentors come in to be reimbursed for their mentoring expenses. These reports can be brief, but should include the date, time and location of the meeting, as well as a description of what was discussed.

To keep track of day-to-day contact with young people and mentors (telephone calls or drop-ins, for example) you may want to develop a contact sheet which, like the mentor diary, can be used for basic information. These sheets can be kept in a log book, with a page for each young person and mentor.

Many funders and your steering committee will probably want regular project progress reports and it is a good idea to compile quarterly reports outlining the main activities of the project as a whole (see Appendix 13).

EVALUATION

A thorough evaluation of your project is essential both to determine whether the project is working, and to report to external funders, the local council, and other bodies. All funders and those interested in your project will want hard proof that it is achieving what it set out to achieve, and an evaluation can provide that proof. It is also very useful for the staff to review progress and setbacks over a year, and then to develop or amend programme components accordingly.

DYP contracted an independent evaluator to research and write a full annual report of the project. The fact that the evaluator is not a staff member lends credibility to the report.

Your local university may be able to help you find a suitable evaluator. Alternatively, you could speak to other youth projects or charities in your area and ask if they are independently evaluated, or advertise in your local or national paper. Ask potential evaluators to provide you with a proposal for the work they are prepared to do, as well as their fees.

If you do not have the resources to contract an outside evaluator, it is very important to evaluate the project yourself. You will need to include both quantitative and qualitative evidence of your project's success. You will need hard data, such as the percentage of young people offending before they joined the programme and the percentage after, as well as assessments of things such as the increase in young people's self-esteem, which are not measurable in numbers.

Your evaluation needs to be based directly on the aims of your project. DYP's aims are:

- To reduce youth crime and other at-risk behaviour.
- To help young people at risk back into education, training and work.
- To enable community members to get involved in solving community problems, through volunteering.

Therefore, DYP's evaluation tries to measure the project's success in achieving these. Its evaluation measures:

- The numbers and percentage of young people offending before and after the project, as recorded by self-reported offending and actual arrests.

- The percentage and numbers of participants who secure a place in college, training or work after the project.
- The numbers and the commitment level of the mentors involved.

The evaluator uses a number of methods to evaluate each programme cycle. These include:

- an analysis of volunteers' and young people's application forms
- young people's exclusion records
- details of arrests for the young people for the year before and the year during the project, provided by the local police
- attendance and other records kept by staff on project activities
- interviews with DYP staff, mentors and young people
- direct observation of programme activities including volunteer training, young people's enrolment, the residential, volunteer support meetings, the taster course programme, pre-employment training, social events
- questionnaires to the referrers, staff, mentors and young people, after the residential, midway through the programme, and at the end of the programme
- telephone interviews with young people and mentors.

In addition to this formal written evaluation, it is good idea for the staff, members of the steering committee, the mentors, and representatives of the young people to evaluate the project themselves. This can be done at an away-day or during time set aside, preferably outside the daily working environment, where the group can talk about how the project has fared over the past year.

This event can be structured in a variety of ways, but there should be at least one person designated as chair for the day, to keep the discussion moving. Each staff member can give a short report on the progress and setbacks they have seen in their particular area. By the end of the day, the group should come up with an action plan, or list of issues, that need to be addressed the following year, which will include any adjustments to the programme structure or the project as a whole.

APPENDICES

BEST COPY AVAILABLE

APPENDIX 1: FUNDRAISING LETTER

24th May 1996

Director
The Charitable Foundation
London
W1

Dear Mr _____

Further to my recent discussion with a member of the Foundation's staff, I have great pleasure in enclosing a funding application on behalf of the Dalston Youth Project (DYP). A spare copy is attached for the purpose of photocopying.

Dalston Youth Project

This is a community-based youth work scheme based in Hackney in north-east London. It works with sixty disaffected young people each year, providing the personal support and educational/training opportunities they require to reject truanting and crime in favour of a more constructive and responsible lifestyle within the local community.

Results to date are most promising, with the young people passing through each twelve-month programme making solid progress in terms of both educational achievement and personal development. Criminality has also been successfully targeted, with a significant decrease in offending amongst participants.

Not surprisingly therefore, the Dalston Youth Project has rapidly established a reputation as a model of best practice in its field, so that it represents an important development not only in practical terms, but also at a theoretical level.

Funding

Understandably therefore, we are most anxious to secure the future of the initiative over the next three years. Accordingly, we would be extremely grateful if the trustees would consider contributing towards the ongoing costs of the project, with a donation in support of the residential component of each programme. This plays a crucial role in the formative phase of each cycle and represents the most pressing funding requirement of the initiative at present.

I very much hope that the trustees will be interested in assisting the project and, in support of the application, I enclose the most recent set of accounts for the project.

Please do not hesitate to contact me, if you have any queries or require further information.

We very much look forward to hearing from you.

Yours sincerely,

Director

APPENDIX 2: MENTOR'S INTRODUCTION LETTER

January 1996

Dear _____

Thank you for enquiring about the Dalston Youth Project (DYP). You are on the verge of joining an award winning, innovative programme designed to divert young people from a life of crime.

To learn more about DYP, you are invited to attend an introductory evening at 61 Leswin Road N16 to see how the project works, who is involved, and your anticipated level of commitment as a volunteer on:

WEDNESDAY, 15TH JANUARY 1997 6.30PM

(Please telephone and confirm your attendance).

In addition, please complete the enclosed application form and bring it with you to the meeting.

Volunteer training will take place in January and February 1996 at weekends. Exact dates will be advised at the meeting.

Thank you for your interest in the project.

Yours sincerely,

Mentoring Coordinator

APPENDIX 3: MENTOR'S INFORMATION SHEET

DALSTON YOUTH PROJECT
Information for Volunteers/Mentors

Dalston Youth Project is a community based mentoring programme for young people aged 15 -18, who are alienated and causing problems within the community. They may be on the fringes of /or involved in the criminal justice system or have been permanently excluded from school.

The Project is a one year structured mentoring and education programme, designed to help young people set goals for their future and reach those goals with the support of a caring, volunteer mentor. In addition, the education and training component of the program helps to build young people's skills and confidence in their own abilities.

The programme is divided into four parts:

PART 1
- Recruitment of volunteers
- Introduction and enrolment of young people
- Volunteer training

PART 2
- Two 3 day residentials with young people and mentors outside of London.

PART 3
- Young people meet their mentors weekly and attend regular group activities/events.

PART 4
- 5-8 week education taster programme.

Dalston Youth Project provides structured training and support for volunteers as well as the opportunity to build on and learn new skills. In turn, volunteers are matched with a young person to help them set and achieve goals for themselves.

Dalston Youth Project requires volunteers to give a twelve month part-time commitment. This includes:

- Attending training provided.
- Attending the residentials.
- Attending the regular group activities/events with Dalston Youth Project.
- Maintaining contact with mentor/young person once a week.
- Attending basic education and vocational 'taster' courses (for the young people.)

Most of the training and meetings will be held on evenings and weekends. If you would like a volunteer application or to find out more about the project, please ring:

Dalston Youth Project, The Round Chapel,
Powerscroft Road, Lower Clapton, Hackney, E5 0LY
Tel: 0181 525 9696

APPENDIX 4: MENTOR'S APPLICATION FORM

Dalston Youth Project

Volunteer Mentor's Application Form

Please answer only in space provided

Name _____ Male/Female

Date of Birth _____ Place of Birth (town & country) _____ Age _____

Address _____

_____ Postcode _____

Telephone No (day) _____ (evening) _____

Race/Ethnic Background: (Please specify) _____

Do you have a disability? Yes/No (Please specify) _____

Do you have a full driving licence? Yes ____ No ____

Are you currently a student? Yes ____ No ____

If yes, which course? Full or part-time? _____

Are you currently employed? Yes ___ No ___ (Full or part time? _____)

If yes, where and in what capacity? _____

1-Please give a summary of your past work experience. _____

2-Please give a summary of previous voluntary work, if any.

3-Have you had any regular contact with young people? Yes ____ No ____
Please Describe

4-Describe any skills/experience that you would be willing to share with the young people (sports, crafts, welfare related knowledge etc)

5-In what ways are children different and/or the same as adults? What are their priorities at this age?

6-What do you believe are some of the issues facing young people growing up in Hackney?

7-Please list different ways you would like to help children at-risk.

8-If a child does not respond to reason when he/she is being violent to another child, for example, what would your next course of action be? Are there any problems with this approach to the situation?

9-List some different ways a child can control a situation.

10-How do you think you could benefit from being a mentor? Why do you want to be a mentor?

11-Any other information which you consider relevant, e.g., hobbies and interests

12-Are you able to give a minimum of one year's commitment? Yes _____ No _____
Are there specific days and times that you are unavailable?

13-Please indicate your order of preference: Group work ❑ One-to-one ❑
Supervisor on residentials(trips away) ❑ Classroom work ❑ Other ❑ _____

14-Do you have a criminal record? Yes _____ No _____
If 'yes' give details and dates. We are required to run a police check on all volunteers. (A record would not necessarily prevent you from becoming a volunteer.)

15-Have you been involved in any incidents in which allegations of child abuse had been made?
Yes ❑ No ❑ If yes please provide details on the back of this sheet

Please give the name, address and phone number of **2 referees** (One employment/volunteer related reference and one related to your experience with young people - if possible)

Tel: Tel:

Signed _____ Date _____

Dalston Youth Project, (The Old Fire Station),
61 Leswin Road, Stoke Newington, London N16 7NX
Tel: 0171-923-9777

APPENDIX 5: MENTOR'S REFERENCE FORM

D Y P

Dalston Youth Project (15-18s Programme)
Volunteer's Reference

In relation to ___ _ _____ _____ _____ could you please answer the following questions to the best of your knowledge.

1. How long have you known above named? _____
2. What is your contact with the above named? _____

_____

3. Is the above named reliable, honest and, in your opinion, suitable for work with young people aged 15 to 18? yes _____ No _____

Please give reasons _____

_____

_____

_____

4. What skills do you feel the above named has to offer? _____

_____

_____

_____

_____

5. Any further comments in support of his/her application _____

_____

_____

_____

_____

_____ _____ _____

Signature Print name Date

Please return to: Dalston Youth Project, (The old Fire Station), 61 Leswin Rd, Stoke Newington, N16 7NX Telephone Number: 0171 923 9777 by: **Wednesday, 26th February 1997**

APPENDIX 6: YOUNG PERSON'S REFERRAL FORM

DALSTON YOUTH PROJECT
The Round Chapel, Powerscroft Road, Lower Clapton, Hackney, E5 0LY
Tel. No: 0181 525 9696 Fax No: 0181 525 9394

REFERRAL FORM

Young Person

Name _____

Address _____
_____
_____
_____

Parent or _____

Guardian _____

Tel. No. _____

Age _____ D.O.B. _____

Race _____ Male/Female _____

Referring Agency

Agency _____

Address _____
_____
_____
_____
_____

Tel. No. _____

Contact Person _____

Why are you referring this young person? (Tick all that apply.)

___ Offended (___ Once or ___ Repeatedly)
___ On Probation/Bail Scheme
___ Cautioned by Police
___ Involved in Youth Justice System
___ Excluded/suspended from school
___ Statemented
___ Truanting
___ Using drugs
___ Problems at home
___ Behaviour problems
___ Little/no direction in their lives
___ Other _____

How long and in what capacity have you known this young person? _____
_____

Does he or she attend school? Which one? _____

Is he or she currently on any other programmes or schemes? _____
_____

Have you given the young person any information about Dalston Youth Project? __ yes __ no

Is there anything else that you know about this young person? (Their skills, needs, a threat to others, destructive behaviour, etc.)

_____

_____

Date referral received: _____

APPENDIX 7: YOUNG PERSON'S APPLICATION FORM

Date _____ Staff/volunteer name _____

Dalston Youth Project

Young Person's Application Form

Name _____

Date of Birth _____ **Age** _____ **Sex (M/F)**_____

Address _____

_____

_____ **Postcode** _____

Telephone No. _____

2nd Contact name and telephone number in case of emergency (i.e. relative, neighbour): _____

Parent/Guardian's name _____

Parent/Guardian's telephone number (if different from above)

_____

Parent/Guardian's address (if different from above)_____

_____

_____

Race: i.e. Black, White, Turkish (Please specify) _____

Do you live with your family? Yes _____ No _____

If yes, could you please give some background information.

_____

_____

If under 17 who is responsible for you? _____

_____

Do you live on your own? Yes _____ No _____

If yes, could you please give some background information bedsit, flat, homeless, hostel, hostel etc. _____

_____

Do you live with friends? Yes _____ No _____

If yes, could you please give some background information _____

Have you ever left home/ runaway? Yes _____ No _____
If yes, please supply brief details. _____

What is your relationship with your family like? _____

What is your relationship with your friends like? _____

Over the past 12 months how many times would you say you have broken the law? (if you wish, give examples) _____

Have you ever been arrested? Yes _____ No _____
If yes, please could you give details. _____

Do you have a Social Worker or a Probation Officer? Yes _____ No _____
If yes, what is their name/address/telephone number? Where is their office?

Do you have a problem controlling your temper? Yes _____ No _____
If yes, could you give an example when you have lost your temper? _____

Do you use drugs like Cannabis/Crack/Cocaine/Ecstasy/Trips /Solvents or Others? Yes _____ No _____ If yes, please state which ones you use(d).

Have you been involved in a harmful incident involving drugs or alcohol?
Yes _____ No _____ If yes, please give brief details.

Are you on any kind of programme at present? Yes _____ No _____
If yes, please give details. _____

_____

_____

Have you been on any skills or training programmes? Yes _____ No _____
If yes, what was it and what was it like? _____

_____

_____

At present, are you attending school or training or college? Yes _____ No _____
If yes, please give details. Which school/college. What course(s).

_____

_____

Do you have a Statement of Special Needs (SEN)? Yes_____ No_____
Have you ever been excluded from school(s)? Which one(s)?

_____

_____

_____

What was school like for you? _____

_____

_____

Have you ever been employed? If so, could you give details.

_____

_____

Do you have a job now? If yes, please describe.

_____

_____

Have you ever had counselling or seen a therapist? _____ If yes, why?

_____

Where is his/her office_____

Name and address (if you know it) _____

_____

_____

When was the last time you saw your counsellor /therapist _____
Did you find counselling/therapy useful? Yes _____ No _____

Why? _____

_____

_____

INTERESTS

What do you like to do in your spare time? i.e. Saturdays, Sundays, evenings?

_____

_____

_____

Do you have special hobbies or interests? _____

_____

_____

_____

Dalston Youth Project will run three project groups for the whole year. Please number them 1 - 3 (1 being your favourite).

VIDEO PROJECT

This group will make a video of activities at Dalston Youth Project which will be use to recruit more young people and tell others about the project. You will learn filming, production and editing skills.

MUSIC/DRAMA PEER EDUCATION PROJECT

This group will teach other young people (peers), through music and drama, about an issue that affects their lives.

PEER TUTORING PROJECT

This group will learn how to work with young children. This is especially useful if you are keen to join the care professions like teaching, social work, nursing.

Tell us three things you LIKE about yourself and three things you DISLIKE about yourself.

LIKES

1. _____

2. _____

3. _____

DISLIKES

1. _____

2. _____

3. _____

Tell us something you ***like*** about the area you live in and something you ***dislike*** about the area you live in.

LIKE _____

DISLIKE _____

What would you like to be doing right now with your life? _____

One year from now? _____

Five years from now? _____

Why do you want to take part in the Dalston Youth Project? _____

Would you like any part of Dalston Youth Project explained to you again?

Residential _____
Mentor _____
Project groups _____
College taster course _____

Signature _____ Date _____

THANK YOU

AND WELL DONE!!!!!!

APPENDIX 8: INTERVIEW QUESTIONS

Thank you for filling out the young person's application form. I would like to ask you a few questions to get to know you a little better. There are more young people who want to join the project than we can take right now, so this interview will help us to make sure that we find the people who are really keen to join and who will stick with the project for a whole year.

Please be as honest as possible, because the better we know you, the more we will be able to help you. You may have answered some of these questions already on the application form.

1 Tell me a bit about yourself. (Name, where you live, brothers and sisters, etc.)

2 What are your interests/favourite things to do?

3 Are you at school now? If not, where did you go to school? How long did you go there? Did you like it? Did you have any problems there? Why did you stop going?

4 We have all different kinds of young people on DYP. Some are in school, some have been excluded, some have been in trouble with the police and some have not. Have you ever been in trouble with the police or broken the law?

5 What are your goals over the next year? (For example, college training, a job?)

6 After the residential you'll be matched with a mentor who will contact and meet with you once a week, and you will then go on our 8 week college taster course programme, as well as joining one of the project groups (video, peer education or peer tutoring). There will also be a second residential about 6 months in, and every few months a social activity like a barbecue or Christmas quiz. What might get in the way of your coming to *all* of these activities?

7 Why do you want to join DYP?

8 Are there any other things you'd like to tell me about yourself?

9 Do you have any questions for me?

We'll be sending a letter to your house early next week to let you know if you've been selected.

Dalston Youth Project

PARENTAL/GUARDIAN CONSENT FORM

Young Person

Name _____

Date of Birth _____ Age _____

Address _____

_____

_____

_____ Postcode _____

Parent/Guardian

Name _____

Address _____

_____

_____

_____ Postcode _____

Home telephone number _____

Second telephone number in case of emergency _____

I have read the information about the programme and understand that if I have any queries I can discuss them with staff at Dalston Youth Project. I give my consent to my son/daughter /ward attending the programme.

I understand my son/daughter / ward will be attending a five day residential and give my consent (6th through 10th May 1996 inclusive).

I will give the Dalston Youth Project any information about special requirements needed for my son/daughter e.g. medications, medical problems (i.e. asthma, epilepsy), diet, religion.

_____ _____

Parent/Guardian signature Date

DALSTON YOUTH PROJECT

HEALTH FORM

Group Title: DALSTON YOUTH PROJECT Attending HINDLEAP WARREN
Dates attending the centre: From 6TH MAY 1996 To: 10TH MAY 1996

Group member's surname _____ First name _____

Date of birth: __/__/__
National Health Number _____ Blood Group _____

Parent/Guardian's surname _____ First name _____

Address _____
_____
_____ Postcode _____

Telephone Number: Home _____ Work _____

Has he/she been in contact with any infectious illness in the last 21 days? Yes/No
If YES please state what: _____

Date of last anti-tetanus injection: __/__/__

Does he/she suffer from any allergies or medical problems such as asthma or epilepsy etc?
Yes/No _____. If YES please explain: _____
_____

Is he/she on any form of medication? Yes/No. If YES please state type and dose:

_____
_____

Diet Needs: Is he/she vegetarian YES/NO

Has he/she got any other dietary needs (i.e., diabetic)? YES/NO. If yes, please state what:
_____

Name and address of group member's Doctor: _____
_____
_____ Telephone Number: _____

Should it be necessary, do you agree to an anaesthetic being given? YES/NO
I agree to (please print name) _____ being given an anathestic.

Can he/she swim 50 metres? YES/NO.

Signed: _____ _____ Parent/Guardian

PLEASE NOTE: ALL MEDICINES/DRUGS MUST BE HANDED TO THE GROUP LEADER BEFORE DEPARTURE UNLESS WRITTEN PERMISSION TO THE CONTRARY FROM THE PARENT/GUARDIAN IS HANDED TO THE GROUP LEADER BEFORE DEPARTURE.

APPENDIX 11: GUIDELINES FOR MENTORS

INTRODUCTION

1. Aim of Mentoring

The overall aim of volunteer mentors on the Dalston Youth Project is to support young people in need who have been referred to the project. Young people from Hackney (aged 15-18) are referred and may be involved in the criminal court system, excluded or truanting from school, isolated in the community, or having difficulties at home.

Mentors provide committed listening and support regarding their young person's goals in the following areas:

- education
- alcohol or drug abuse
- employment
- sexual responsibility
- criminal activity
- family/peer relationships
- personal well being (including a safe and comfortable home)

2. Activities

Mentors are asked to develop a positive and supportive relationship with a young person with the aim of building their confidence and self esteem. You will be expected to involve your young person in different social, educational and leisure activities in order to build up their social network and develop their skills and interests.

3. Experience

We look for mentors with the ability to listen; an interest in the welfare of young people; the ability to work one to one with a young person; an open and non-judgmental approach to young people; a commitment to working in a way which does not discriminate against any group in society.

4. Time commitment

Mentors complete an initial training course and go on a residential with the young people. This will be followed by ongoing training at monthly volunteer support meetings.

Each mentor works with only one young person at a time, and they are expected to see that young person once a week. The length of each session and when they take place will depend on you and your mentee's availability.

As well as weekly sessions with the mentee, the mentor must attend regular support group meetings with the other mentors and regular supervision with the project staff.

Volunteers have made a commitment to remain with the scheme for a period of at least 1 year (ie. November to November or March to March).

5. Who and where

The project covers the whole of Hackney, and we are therefore particularly interested in attracting volunteers from this area, or within easy travelling distance.

Volunteers must be aged 20 or over.

Because of the nature of the work, all volunteers have to submit an application and undergo police and reference checks. We would be unable to use volunteers who are convicted of certain offences. However, having a police record *does not* necessarily preclude you from becoming a mentor.

6. Training/benefits

As well as the initial training programme and support group meetings, the scheme will run a number of other training events throughout the year.

There will be regular social events which take place as well as a newsletter to keep mentors in touch.

Mentors do not receive any payment but they are encouraged to claim out-of-pocket and travel expenses up to £10 per month. (They also get to join in some of the activities with their young person if they want to.)

RESPONSIBILITIES OF MENTORS

A. SOME RULES FOR SESSIONS

1. Mentors are only expected to work with one young person at a time, unless they have arranged otherwise with another mentor/staff/or young person.
2. Mentors usually see their young person once a week. Any other arrangement should be agreed between the mentor and the project staff.
3. A session with a young person should last from one hour to up to 3 hours. Longer sessions may take place with the agreement of the project staff.
4. Mentors should be good time keepers; if they are going to be late or cannot attend a session it is important that they let the young person know.
5. Mentors must provide receipts for all money they spend in connection with the scheme. (Expenses can only be paid on production of receipts).
6. Mentors are not normally expected to act as advocates for their young people, however they may choose to do so with the agreement and knowledge of the project staff.
7. The mentor is there for the young person, not the whole family. However, if conflicts arise between the mentor and the young person's family these should be discussed with the project staff and appropriate action will be taken. (A mentor should never knowingly undermine the role or authority of parents or guardians).

B. CONTACT DOS AND DON'TS

1. Mentors should not aim just to socialise with their young person. It must be a relationship that adds value to the young person's life.
2. Mentors should never invite a young person to their own home. Any difficulties with this must be discussed with the project staff.
3. Mentors must never enter into a physical relationship with any young person they work with, or on the project.
4. Mentors should not assume that the young person likes them, will listen to them or be honest with them.

5. Mentors should not make promises to their young person that they cannot keep. If a young person sees their mentor's word is not as good as their actions, then the young person will be irresponsible in dealing with their mentor - be consistent.

6. Mentors should call and keep in touch, but also give the young person room to work without their mentor. Mentors should not feel bad if their young person is progressing without their assistance. Instead, praise the young person for their efforts.

C. GIFTS

1. Mentors should not normally give money or gifts to a young person. Any gifts should be first discussed with the project staff.

2. Mentors should *not* accept money from a young person. Any other gifts or presents received by a mentor must be discussed with the project staff.

D. DRUGS AND ALCOHOL

1. Mentors must not use or be under the influence of alcohol or any illegal substance whilst with a young person.

2. Mentors should not encourage or allow a young person to use alcohol or any illegal substance.

E. CONFIDENTIALITY

1. Any information given to a mentor by or about a young person should be treated as confidential. However, the young person needs to know that some information they divulge may have to be shared with the project staff.

2. No information given to a mentor by a young person will be divulged outside the project without the express permission of the young person concerned, except where there is a legal obligation to do so.

3. If a mentor is concerned about what they have learned from or about a young person, then their concerns should be taken up with the project staff.

4. Mentors are not normally expected to work closely with other agencies or attend referral meetings regarding their young person. The project staff might attend such meetings, but the agreement of the young person will be sought before any information is given to these meetings.

F. RECORDING

1. Mentors will be required to complete a short questionnaire about their young person's progress for submission to the project. This will include a description of any major achievements, failures, issues or problems which have arisen, and how they have been dealt with. These records are used to measure the effectiveness of the project.

2. All written information about their young people is open for the mentor to read. Requests to see individual files should go through the project staff.

G. EQUAL OPPORTUNITIES

1. Mentors must provide an equal and professional service to all young people they see regardless of their age, race, culture, religion, caste, disability, gender or sexuality.

2. Mentors should, whenever possible, challenge discriminatory language or behaviour by their young person.

H. TRAINING AND SUPPORT

1. Mentors who are seeing a young person will be expected to attend regular supervision sessions with the project staff.

2. The frequency of supervision will be agreed between the mentor and the project staff, with a minimum of at least one session every quarter.

3. The aim of the supervision sessions will be: to share information about the relationship; to develop, monitor and plan goals for the relationship; and to discuss any problems or difficulties which may arise.

4. Mentors must attend support group meetings. These meetings are an opportunity for mentors to share ideas and experiences. They also act as a forum to discuss future plans and aims for the project and to view the way the project is operating.

5. Mentors should also keep in regular contact with the project staff between supervision sessions by phone (usually once a fortnight).

6. As well as regular support and supervision, mentors will have the opportunity to take part in a range of other training and social activities organised by the project.

I. ADDITIONAL POINTS

1. If a mentor wishes to end a mentoring relationship, they must inform the project staff as soon as possible. It must be remembered that the young person may feel rejected by the loss of the mentor.

2. If a mentor wishes to leave the project, they should give at least one month's notice to the project staff.

3. If information is received indicating that a volunteer is acting against the best interests of a young person or there are irreconcilable differences between a volunteer and a young person's parents/guardian, then the project director can decide to bring a mentoring relationship to an end.

J. RIGHTS OF VOLUNTEERS

1. Mentors have the right to play a part in, and be informed about the decision making of the scheme.

2. If a mentor has a problem, feels unhappy or 'put upon' by the project or their young person, they have the right to speak to the project staff or volunteer representatives. They also have the right to share any problems with other volunteers so long as it does not breach the confidentiality of a young person.

3. Mentors should not be expected to do work that is against their principles.

4. Mentors should not suffer financially. They should claim for all expenses incurred while working with a young person including travel to meetings, for up to £10 per month, on production of receipts/tickets.

5. A mentor has the right to see any records about them kept by the project.

6. A mentor must be advised of the reason if they are told to end a particular relationship with a young person.

APPENDIX 12: MENTORS' DIARIES

GUIDELINES

All of you should have had a few minutes to make some notes in your diaries about making initial contact with your mentee. Some may have been successful, others may have left telephone messages or written letters and received no reply. Whatever your situation remember to record it in your diary as it will be needed for your supervision sessions. Consider some of the following in relation to yourself and/or your mentee:

Try to find out:

- what happened/ is happening at school
- whether he/she plans to take any exams this year
- whether he/she is on any training scheme
- specific things mentee would like to work on/learn this year
- career goals
- plans for college or training
- what the young person is already doing to achieve goals
- how the mentor can help
- The young person's interests.
- what unique skills the mentee has
- which skills you are going to help your young person with
- how you are going to help them – with basic skills (reading/ writing), communication skills, writing CV, wake up calls
- what your aims are as a mentor.

Always remember to note:

- date of contact, telephone/letter/meeting
- who was involved – other mentors/mentees, friends, etc
- what went wrong
- what went well
- future priorities.

Keep in contact with Dalston Youth Project!

APPENDIX 13: DYP PROGRESS REPORT

January to March 1997

Programme 3

Programme 3 graduation ceremony will be held on Tuesday, 18th March. The last group event will be a day trip to Chessington World of Adventures on 22nd March which was chosen by the young people and will be funded by a donation from a local branch of Midland Bank. Note: this donation was made in direct response from a suggestion by a past mentor employed by Midland.

The December 'Christmas Quiz and Celebration' was attended by volunteers and young people from all three programmes.

12 volunteers came to 'ending the partnership' supervision sessions in February 1997. Supervision has recently been restructured to small groups (3-4 volunteers) to improve attendance levels.

Hackney Community Drugs Team hosted a workshop attended by 10 volunteers in January.

Workshop for volunteers led by Off Centre covering counselling skills used when 'dealing with anger'.

Programme 4

Volunteer introductory evenings were held in December and January to recruit volunteers for both the 11-14s and the 15-18s programme. Over 150 volunteers came to find out about DYP, most of whom submitted application forms.

Volunteers were able to choose which project they wished to join, the 11-14s programme or the 15-18s programme.

Two weekends of volunteer training took place on the 8th, 9th, 22nd & 23rd February. The last day included activities as the residential site, Hindleap Warren.

Presentations to young peoples' referral agencies continued into January. 120 new referrals of young people were received as a result of visits to agencies. These young people were invited to introductions in addition to those referred over the past year.

Some young people were specifically targeted as they are street robbers identified by the Safer Cities Robbery Prevention Programme.

We plan to begin the programme with approximately 20 young people and 28 volunteers.

As described in the New Programme Components document, the pre-employment training groups (Project groups) will be starting after the residential and will include a drama/peer education group, a video group and a peer tutoring project.

Education Programme

We are continuing to work closely with Hackney Community College regarding the 8-week college taster course which commences on 14th April.

General

Staff gave a presentation at the ISTD conference launching their new *Handbook of Community Programmes for Young and Juvenile Offenders*. DYP is listed in the Handbook as an example of best practice.

Two staff members visited Sherbourne House (ILPS) to learn about their 10-week robbery prevention programme.

The director and a young person and mentor attended a cheque giving ceremony at Midland Bank. The employees (one a former mentor) presented DYP with a £500 donation.

The Network for Youth Development held its quarterly meeting, which was attended by some new organisations/faces.

Funding

Funders who visited the project this month:

Funding received this quarter:

- [list]

Funding applied for which looks positive:

- [list]

Shortly to be applying to:

- [list]

APPENDIX 14: ATTENDANCE CHECK LIST

DATE .....

ACTIVITY .....

STAFF .....

(DYP, teachers, presenters, etc.)

YOUNG PEOPLE	MONEY RECEIVED (signature)	VOLUNTEERS
Owen	.....	Alexis
Damian	.....	Claudia
David	.....	Marion
Machala	.....	Taiwo
Damian	.....	Vinnet
Tshikedi	.....	David
Marcus	.....	Yemi
Richard	.....	Deborah
Ali	.....	Dominique
		Michael
Kelly	.....	Jean
Andrew	.....	Doreen
Christina	.....	Suzy
Pedro	.....	Noushin
Nadia	.....	Yolanda
Meneliek	.....	Eunice
John	.....	Max
Darren	.....	Pedro
Andre	.....	Marjorie
Anthony	.....	Colleen
		James
Alvin	.....	Alan
		Angela
		Mark
		David
		Marilyn

PLEASE RETURN TO DYP 0181 525 9696

APPENDIX 15: RECORD SHEET

VISIT OR ENQUIRY TO DYP OFFICE

Date: **Time:** **Staff member:**

Name: **Mentee/Mentor:**

Programme: Pilot/1/2/3/4

Purpose of visit or nature of enquiry to DYP:

education	❒	personal	❒	
training	❒	police	❒	
work	❒	housing	❒	
cv/reference	❒	other	❒	please give details:

Action Taken:

Referred to:

Any follow up:

APPENDIX 16: FURTHER READING

Baldwin, Jean and Eileen M. Garry, 'Mentoring – A Proven Delinquency Prevention Strategy' in *Juvenile Justice Bulletin*, US Department of Justice, Office of Juvenile Justice and Delinquency Prevention, 1997.

Jeffrey, Howard, *Developing a Mentoring Strategy*, Report for the Commission for Racial Equality, managed by CPW Associates.

Martin, Carol, *The ISTD Handbook of Community Programmes for Young and Juvenile Offenders* (on behalf of the Institute for Study and Treatment of Delinquency) Waterside Press 1997.

Misspent Youth... Young People and Crime, Audit Commission, 1996.

APPENDIX 17: USEFUL ADDRESSES

Coordinating Association of Befriending Schemes
(a London network of befriending and mentoring schemes)
c/o Divert Trust
33 King Street
London WC2E 8JD
☎ 0171 379 6171
Fax 0171-240 2082

Dalston Youth Project
The Round Chapel
Powerscroft Road
Lower Clapton
London E5 0LY
☎ 0181 525 9696
Fax 0181 525 9394

The Directory of Social Change
Radius Works
Back Lane
London NW3 1HL
☎ 0171 284 4364

London Federation of Clubs for Young People
Bridge House
Bridge House Quay
Prestons Road
London E14 9QA
☎ 0171 537 2777
Fax 0171 537 7072

National Lottery Charities Board
Head Office
St. Vincent House
30 Orange Street
London WC2H 7HH
☎ 0171 747 5299

National Mentoring Network
c/o Salford Compact Partnership
Business and Technology Centre
Green Lane
Patricroft
Eccles
Salford M30 0RJ
☎ 0161 787 3135
Fax 0161-787 3137

National Youth Agency
17-23 Albion Street
Leicester LE1 6GD
☎ 01162 856 789
Fax 01162-247 1043

National Youth Hostel Association
Trevelyan House
8 St. Stephen's Hill
St. Albans
Hertfordshire
AL1 2DY
☎ 01727 855 215

CRIME CONCERN

Crime Concern is a national independent crime prevention organisation. A registered charity, its board includes representatives from local government, the police, businesses, voluntary organisations and the main political parties. Crime Concern aims to enhance the capacity of local partners to reduce crime and criminality. Among its services Crime Concern offers training, consultancy and project development for 'Mentoring Plus' schemes.

Crime Concern
Signal Point
Station Road
Swindon SN1 1FE
☎ 01793 514596
Fax 01793 514654

COMMISSION FOR RACIAL EQUALITY

The Commission for Racial Equality was set up by the Race Relations Act 1976 with the duties of:

- Working towards the elimination of discrimination.
- Promoting equality of opportunity and good relations between persons of different racial groups.
- Keeping under review the working of the Act, and, when required by the Secretary of State or when it otherwise thinks it is necessary, drawing up and submitting to the Secretary of State proposals for amending it.

Head Office
Elliot House
10/12 Allington Street
London SW1E 5EH
☎ 0171-828 7022

Birmingham
Alpha Tower (11th floor)
Suffolk Street Queensway
Birmingham B1 1TT
☎ 0121-632 4544

Leeds
Yorkshire Bank Chambers (1st floor)
Infirmary Street
Leeds LS1 2JP
☎ 0113-243 4413

Manchester
Maybrook House (5th floor)
40 Blackfriars Street
Manchester M3 2EG
☎ 0161-831 7782

Leicester
Haymarket House (4th floor)
Haymarket Shopping Centre
Leicester LE1 3YG
☎ 0116-242 3700

Scotland
45 Hanover Street
Edinburgh EH2 2PJ
☎ 0131-226 5186

Wales
Pearl Assurance House (14th floor)
Greyfriars Street
Cardiff CF1 3AG
☎ 01222-388977

The Commission for Racial Equality

is working for a just society

which gives everyone an equal chance

to learn, work and live

free from discrimination

and prejudice and from the fear

of racial harassment

and violence

"I didn't realise it was possible ... [illegible] ordinary people to be ... [illegible] and respected."

Dalston Youth Project is an award-winning, community-based mentoring and education project for some of the most disadvantaged and disaffected young people in the London Borough of Hackney. Set up by the national charity, Crime Concern, in 1994, it helps many otherwise disillusioned young people to find the respect, self-belief and opportunity reflected in the words of the young person quoted above. In contrast to the majority of mentoring schemes which assist people already in college or paid work, DYP targets those who have fallen through all of the community's safety nets and are left with few skills or qualifications, and little hope.

A Second Chance draws on Dalston Youth Project's experience to detail the steps involved in setting up and running a mentoring and education scheme. Designed to be used by voluntary organisations, statutory bodies and individuals, it takes the reader through all aspects of the mentoring process, including assessing local needs, fundraising, matching mentors with mentees, devising education programmes, and dealing with common problems.

This manual will be an invaluable tool for anyone interested in starting up a community-based mentoring and education project for disadvantaged young people, and it will reinforce the work of existing mentoring programmes.

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